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ABSTRACT

A study was conducted to compare the achievement of students in an experimental remedial "core program" with that of students in a standard remedial English program. The core program consisted of an interdisciplinary remediation effort in which students took a nine-unit block of three courses in composition, reading, and guidance. The standard remedial program lacked the coordination, interdisciplinary nature, and the guidance component of the core program. Students from both groups were compared on such variables as reading test improvement, composition test scores, and rate of retention/attrition. Findings revealed that core program students improved in all areas, but did not make significant gains on a standardized reading test, nor did they improve in reading and writing significantly more than the control group students. However, they did improve significantly on another reading test, and the retention rate of core students was significantly higher than that of students in the regular remedial program. Core students believed the program was extremely beneficial, especially in terms of improving their self-confidence. A bibliography and numerous student essays from the core program are appended. (JDS)

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# THE DEVELOPMENT OF LANGUAGE SKILLS IN THE SETTING OF AN INTERDISCIPLINARY REMEDIAL PROGRAM AT SANTA ROSA JUNIOR COLLEGE

Edmund H. Buckley

A MAJOR APPLIED RESEARCH PROJECT
PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

1976

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Abstract of a Major Applied Research Project Presented to Nova University in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

# THE DEVELOPMENT OF LANGUAGE SKILLS IN THE SETTING OF AN INTERDISCIPLINARY REMEDIAL PROGRAM AT SANTA ROSA JUNIOR COLLEGE

By

Edmund H. Buckley

March, 1976

While the English Department at Santa Rosa Junior College has devoted much of its attention to remediation for many years, its focus naturally has been on language skills. Recent literature on the "high-risk" student, on community college programs, and on the benefits of interdisciplinary organization to both students and staff suggests that coordinated approaches are preferable to fragmented ones, particularly when students lack fundamental academic skills.

This report describes an experimental "Core Program," an interdisciplinary remedial effort in which students took a nine-unit block of three courses, one each in composition, reading, and guidance. English 100, the

composition course, introduced students to materials developed by the English Department which teach transformational grammar as a strategy for developing appropriate sentence structure, and rhetorical principles that are applied to the writing of narrative, descriptive, expository, and argumentative prose. English 85, the reading course, gave students a variety of reading tasks, including workbook exercises and the reading of two books, Margaret Craven's I Heard the Owl Call My Name and Maya Angelou's I Know Why the Caged Bird Sings. The guidance course (actually two courses combined) stressed study skills, values clarification, self-awareness, and self-confidence. The Core Program was unique not in terms of course content--only the reading course was developed specifically for the program--but because the courses were taught as a block, by instructors committed to a coordinated, interdisciplinary approach. Accordingly, attempts were made to combine assignments and relate the concepts learned in one course to those learned in the others.

The project addressed a number of issues in terms of language skills, some more conducive to statistical measurement than others. Statistical questions were framed as hypotheses related to the significance of improvement on two reading tests, a composition test, and rate of student retention. Core student performance

was compared to that of a control group. In addition, non-statistical items were stated as three "research questions":

1. Do the Core students demonstrate the ability to discuss critically book-length works of fiction and non-fiction, relating their reading experience to their work in composition and their insights in the guidance sections?

2. Do the students become more competent writers as evidenced not only by the composition tests but by written work throughout the semester, in terms of the criteria established?

3. Do the Core students become more confident in their ability to express themselves and prepare collegiate work?

The statistical data revealed that the Core students improved in all areas, but did not make significant gains on a standardized reading test, nor did they improve in reading and writing significantly more than the control group students. However, they did improve significantly on another reading test, and their rate of retention was significantly better than the mean for students in the regular English remedial program over the last three spring semesters.

The quality and content of the written work, plus student response in discussions, clearly indicated affirmative answers to the three research questions. Most of the students believed the Program to be extremely beneficial in all three areas--composition, reading, and guidance--but perhaps especially in terms of improved

confidence.

It is recommended that the program should be continued; that better methods of publicizing the program be found; that certain modifications be made; that better methods of evaluation be found; that more ways of integrating the content of the separate courses be developed; and that other "Core Programs" be contemplated.

TABLE OF CONTENTS

Chapter

ABSTRACT..... i

I. INTRODUCTION..... 1

II. BACKGROUND AND RATIONALE FOR THE PROGRAM 3

A. History

B. The Present Program

C. The Need for a Core Approach

III. REVIEW OF THE LITERATURE..... 23

A. The "High-Risk" Student

B. The Community College Response

C. Interdisciplinarity

IV. PROCEDURES AND METHODOLOGY..... 41

A. Hypotheses and Research Questions

B. Student Selection and Evaluation

C. Program Implementation

D. Limitations of the Study

V. FINDINGS..... 52

A. Pre- and Post-Performance of Core Students

B. Performance of Selected Core Students and Control Group Students

C. Retention

D. Critical Reading and Composition

E. Student Perceptions of Themselves and the Program

TABLE OF CONTENTS (continued)

Chapter

VI. CONCLUSIONS AND RECOMMENDATIONS..... 74

A. Summary of Results

B. Discussion and Recommendations

C. Follow Up

BIBLIOGRAPHY..... 82

APPENDICES

A. Reading Essays..... 90

B. Core Essays..... 106

C. Guidance Materials..... 139

D. English Pre/Post Tests..... 142

LIST OF TABLES

1. Core Student Performance on the Diagnostic Reading Test at the Beginning and the End of the Semester..... 53

2. Core Student Performance on the Gilbert Reading Tests at the Beginning and the End of the Semester..... 55

3. Core Student Performance on the Department Composition Test at the Beginning and the End of the Semester..... 57

4. Core and Control Group Performance on the Diagnostic Reading Test Compared..... 59

5. Core and Control Group Performance on the Department Composition Test Compared..... 61

6. Core Student Retention Compared to Remedial Students, 1973-75..... 63

# CHAPTER I

## INTRODUCTION

A community college as large as Santa Rosa Junior College (approximately 7,000 day students) can be a lonely place for any student, particularly so for one whose preparation is inadequate. The project described in these pages grows out of this observation; it seeks to provide an alternative to the situation in which a new student takes a group of courses that seem random, unrelated, and even contradictory, especially if that student is a poor reader, an awkward writer, or a person who lacks confidence in his ability to do college work. The alternative created at Santa Rosa Junior College is the Core Program. It consists of courses directly addressed to those core skills and attitudes associated with success in college: reading, writing, study skills, self-awareness, career orientation, and self-confidence. The courses (reading, writing, and guidance) are taught by instructors committed to coordinating their efforts, sharing observations about the offerings and students and working to integrate the lessons and assignments whenever possible.

This paper reviews the remedial efforts of the English Department at the College and goes on to describe the Core

Program, focusing primarily on its language skill components. Data from its first semester of operation are presented and analyzed, followed by recommendations for succeeding semesters. As will be seen, the Core Program's first semester was not without problems, most of which pertained to staff planning and coordination. The students, however, endured us with patience, and most appeared to prosper, sharing our confusion but also our zeal. Their essays, appended to this report, are monuments to their humor, energy, and spirit. That they will go on now to pursue successful college careers is not only the main goal of the Program, but also the hope--and conviction--of the Core staff.

# CHAPTER II

## BACKGROUND AND RATIONALE FOR THE PROGRAM

Remedial or "developmental" education has become a major responsibility of the community college, a consequence of the promise of the "open door." Roueche, Moore, Bossone, and others, however, have demonstrated that most remedial programs are only marginally successful.[1] Students in remedial programs are perceived as having problems and needs significantly different from those of students characterized as "traditional," calling for approaches more comprehensive and carefully thought out than "watered down" versions of regular courses. And evidence and research indicate that the percentage of "traditional" students declines with each semester.[2]

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[1] John E. Roueche, Salvage, Redirection, or Custody? Remedial Education in the Community Junior College (Washington, D.C.: ERIC Clearinghouse for Junior College Information, 1968); William Moore, Jr., Against the Odds (San Francisco: Jossey-Bass Inc., Publishers, 1970); Richard M. Bossone, Remedial English Instruction in California Public Junior Colleges--An Analysis and Evaluation of Current Practice (Sacramento: California State Department of Education [September, 1966] ).

[2] K. Patricia Cross, Beyond the Open Door (San Francisco: Jossey-Bass Inc., Publishers, 1972); Edmund J. Gleazer, Jr., Project Focus: A Forecast Study of Community Colleges (New York: McGraw-Hill Book Company, 1973), Parts I and II; "No Longer the 'Non-Traditional Student,'" CCJCA News, February 1976, p. 3; Gene Kerstein, "The New Learners: Focus for the Future"--Proceedings of the Eighth Annual Conference of the Western College Reading Association (1975), pp. 1-8.

In colleges where there has been a strong commitment to underprepared students, the historical pattern has been one of trial and error, of marginal success followed by more ambitious and more sophisticated approaches. The last decade or so has brought what K. Patricia Cross calls "the new student,"[3] and with him (and in response to him) individualized instruction, technological innovations, revised goals, more focused objectives, and heightened concern for affective dimensions in learning. This pattern of increasingly sophisticated efforts, in the face of challenges perceived as increasingly knotty and multi-dimensional, has characterized remediation at Santa Rosa Junior College and sets the stage for the present project.

A. History

Until recently the English Department was almost solely responsible for remediation at Santa Rosa Junior College. In the late fifties, when the junior college served almost exclusively as a transfer institution, the Department offered two courses below the basic transfer course: English 171, which emphasized basic skills (sentence structure, usage, punctuation, spelling); and English 151, which included the writing of short (500 word) themes; a review of grammar, and reading exercises

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[3]Cross, Chapter 1.

approaching the difficulty of those offered in the transfer course, English 1A.

In terms of the institutional mission of that time, such an arrangement might have been appropriate. But with the sixties came tremendous growth (student population doubled between 1957 and 1970) and, as at other community colleges, the influx of students with widely disparate levels of language ability. With the development of many occupational programs, and the increasing percentages of minority students, neither the Department nor the school could afford to consider the non-transfer English offerings as the low rungs on a ladder which led inexorably to the University of California.

The Department responded by attempting to make the remedial offerings and the curriculum in general more "student centered." During the early 1960's, probably because of the hiring of staff trained in remedial English problems, the English curriculum became more specialized. First, English 170 changed to a course emphasizing mechanics and composition. Then, English 180, a remedial reading course, was added. Finally, English 160, a course for the vocational student, was offered as an alternative to the English 151 graduation requirement.

By 1966, several members of the Department proposed

that the remedial program be thoroughly overhauled by segmenting and sequencing materials in the program and adding units in spelling, mechanics, and reading. English 171 and 180 were broken down into four basic units: Phonics, Writing I, Writing II, and Reading. The student was required to sign up for four days of English, and take a laboratory in spelling, mechanics, or composition, depending upon the level of entry. A complex battery of placement tests was administered to students according to how they scored on the ACT entry test. English 151 was broken into three segments, each emphasizing a mode of composition: Writing III, Description and Narration; Writing II, Exposition; and Writing I, Argument. Instruction for each segment of the entire program consisted of five weeks, unless students progressed at an accelerated pace, in which case they could be transferred to the next learning block at regular intervals.

To administer the program, the office of remedial coordinator, a half-time position, was created, an action which demonstrated administrative and institutional support of the Department's efforts. The Coordinator was to coordinate, evaluate, and act as a resource/research person. He also was responsible for writing two NDEA proposals and Title III proposal, which brought some $65,000 worth of equipment and materials into the program.

The most important function of the first two remedial coordinators quickly became the development of specific objectives and the evaluation of the various units, a process which led finally to the development of a transformational grammar and a generative rhetoric to replace the existing traditional grammar and the prescriptive rhetoric. These newer materials formed the base of the lower remedial course, now entitled English 105, Basic Reading and Writing, which met six hours per week. The course replacing the old 151 was now English 100, Reading and Writing Improvement.

It should be mentioned that the first remedial coordinator was also instrumental in establishing an E.O.P. program, and a special summer program for re-entering low-income students with educational handicaps. By 1970, the next coordinator headed a college-wide committee to establish an independent learning center (C.O.I.L.), which now offers tutoring services in English, mathematics, the social sciences, and science at the average rate of 5,000 "tutor-student hours" a month. In addition, C.O.I.L. serves about 200 students who are physically or educationally handicapped in special programs designed for them.

By the fall of 1972 the program had become relatively

stable. English 105, meeting six hours a week, was divided into three five-week blocks, the first introducing the grammar, the second applying the grammar to composition, and the third offering reading instruction. English 100, meeting three hours per week was divided into two blocks, emphasizing composition and reading respectively. A non-punitive grading system had replaced the traditional one, so that a student could receive an NC (no credit), CR (credit), or CX (credit with recommendation to 1A). Students needing extra help in reading or spelling could sign up for one-unit tutorial courses in C.O.I.L. supervised by an instructor.

The remedial coordinator and department chairman thought it appropriate to validate with an independent evaluation the generally favorable feeling the English instructors had toward the program. A team of two instructors and one administrator from other community colleges was hired to conduct the evaluation of the remedial program over a three-day period. Their oral and written reports were generally favorable, and the Department was much encouraged. The team commended the Department for its "boldness in breaking away from the more traditional methods of teaching remedial English," for "achieving excellent student rapport," and for the staff's "ability to work together."[4] They thought that the De-

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[4]Henry M. Allen, Rhoda Lintz Casey, and Clarence W. Mangham, "An Evaluation of the Remedial English Program at Santa Rosa Junior College: A Summary Report," Santa Rosa, January 1973. (Typewritten.)

partment's development of a grammar program, in particular, "must be regarded as highly successful."

The discussions in the Department that followed this generally favorable evaluation brought two major problems in focus, both of which stemmed from the fact that so much effort had been put into the curriculum of English 105, particularly the grammar. First, the English 100 curriculum, while theoretically divided into two blocks, reading and composition, lacked coherence. Each teacher chose his own materials, nobody was particularly happy with the selections, and the course as a consequence was becoming a "watered-down 1A," much like the old English 151. Secondly, as was pointed out in the evaluation, the Department lacked a coherent reading program, though reading courses did exist.

In response to the problem of the English 100 curriculum, two instructors were given released time to create materials. The old two-block format was abandoned. Instead, 100 students would begin with the grammar, as did 105 students. From that they would work through units designed to teach them "reporting" (narrative and descriptive writing) and then "analysis," or expository writing. The units utilized metaphors about perception as a way of teaching composition. Thus "sensory awareness" was related to the need for concrete and vivid detail in writ-

ing; the still camera and motion picture cameras were related to organizational strategies; and the human voice was related to tone and the writer's point of view.

The materials appeared to win approval of both students and teachers, but the introduction of grammar into the 100 curriculum presented an immediate, practical problem. Naturally, a sizable number of 100 students any given semester had had 105 beforehand, and therefore already had, or should have, learned the grammar. It could be argued that a little more would not hurt them, but ultimately such a position was an attack on their initial instruction in it. Besides, this "problem" was really an opportunity for some students to complete the remedial sequence more quickly, if that sequence could accommodate different rates of learning and different experiences (i.e. 105 and non-105) prior to English 100. The time seemed right to rewrite the entire set of remedial materials so each student could work through them at his own pace. This was done in the spring of 1974[5]; the materials thus produced were first used in the fall of 1975.

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[5]Patrick Pacheco, "Portable Instructional Grammar," Santa Rosa, 1974, (printed on campus); Edmund H. Buckley and Arnold Solkov, Reporting, Exposition, and Argumentation (Dubuque: Kendall-Hunt Publishing Company, 1975).

The second problem, the absence of a well-developed reading program, has yet to be resolved satisfactorily, though at present efforts are underway to build such a program. The Core Program is one such effort, as will be seen.

B. The Present Program

As the history of the Department's response to low-achieving students indicates, the center of the remedial program is the 105-100 program, whose focus is composition. A brief description of the present program follows.

Students receiving a score of 0-14 on the English section of the ACT, 0-54 on the Diagnostic Reading Test, or 0-294 on the Verbal section of the SAT are placed in 105, which meets an hour each day and consists mainly of the transformational grammar as developed by the Department and its application to writing as a strategy for generating richly textured sentences and paragraphs. There are four grammar booklets in the program, beginning with the introduction of sentence patterns, form-class words, and verb-expanders, and ending with highly directed paragraph exercises based on photographs.

The underlying rationale of the grammar booklets is the notion of pattern recognition, the ability to see that our language does not consist of an infinite number of random words, but of a finite number of readily identi-

fiable word clusters (sentences, phrases, clauses, etc.). From the general notion of patterns the students proceed to the specific notion of sentence patterns and the manipulation of sentence patterns to produce modification groups (phrases and dependent clauses), and ultimately, expanded sentences. Syntax is related to meaning so that the students see that the organization of a sentence directly reflects the organization of ideas. This becomes a metaphor for the organization of paragraphs, essays, books, and pictures.

The grammar booklets follow a modified branching program format. There is a series of units, in each of which are stated, at the beginning, a lesson context and lesson goals. The principles are divided into one or two sentence explanations, usually followed immediately by a question or small exercise which in turn is followed by a review statement. Tests are taken at key points, and alternate exercises are prescribed if the tests are not passed.

Students receiving a score of 15-19 on the English section of the ACT, 55-67 on the Diagnostic Reading Test, or 321-392 on the Verbal section of the SAT take English 100, which meets three hours a week and is a course in the composition of narrative and descriptive, expository, and argumentative essays. English 100 students are also

expected to learn the grammar, though they do not normally work through the last booklet. Instead they work through a composition workbook, in which familiar sensory experiences and media are used as metaphors for writing principles. The format of the workbook consists of a series of modules, in each of which there is an introductory statement explaining its purpose, an overview of the activities and assignments, a series of activities, a reading assignment, and a writing assignment. This latter is broken down into several pre-writing exercises, which form the notes for the composition to be written, and a proof-reading checklist. Also included are opportunities for student evaluation of the material and of his or her own work. The workbook forms a kind of linear program. The "test" in each module is the composition, and students who do not complete the composition satisfactorily must rewrite it.

Both English 105 and English 100 classes usually number about twenty-five, and each is provided with a paid teaching assistant. This small class size and ratio of student to teacher or teaching assistant provides for a warm and supportive classroom atmosphere. This is reinforced by the services offered through C.O.I.L. Students having difficulty are urged to take the reading or spelling courses offered there, or to get non-credit tutoring.

At present the degree of self-pacing in either the 105 or 100 program varies with the instructors--some continue to teach the class as a homogenous group; others have set up almost totally individualized labs; and most are probably somewhere in between. It appears that with experience more and more individualization will evolve as instructors become familiar with the material and comfortable with some degree of self-pacing. However, it is not anticipated that group activities or the concept of discrete sections will be abandoned altogether. The materials, while individualized, are not seen as activities independent of substantial dialogue between teacher or teaching assistant and student. The rapport that develops over time between teacher and learner is seen as a value in the teaching of composition.

Two other programs of a remedial nature exist on campus besides the 105-100 program. One, already mentioned, is the spelling and reading program offered in COIL. The other is the Learning Skills Development Program, which began in the spring of 1975 with funds provided for the educationally handicapped by the state.

C. <u>The Need for a Core Approach</u>

The English Department is proud of its remedial efforts and considers its program to be relatively successful. The 1973 visiting team evaluation was generally favor-

able, and studies done in 1974 tended to support the view that students were learning the composition skills taught and believed the program was helping them.[6] Certainly the program shares four of the six "components of success" that Roueche and Kirk discovered in exemplary developmental programs:

--Instructors are honest, open, and totally committed to helping students be successful.

--Instructional endeavors accommodate individual differences. Tutoring is often very effective. Learning activities are small and manageable, and measurable objectives are provided so the student and instructor are provided purposeful direction.

--Program image is good.

--The remedial or developmental program is separated from the regular program.

However, Roueche and Kirk's other components cannot be claimed:

--Some focus on the personhood development of each student is provided.

--Counseling is perceived as effective.[7]

While no English instructor would profess a lack of concern

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[6]Edmund H. Buckley, A Programmed Approach to the Remediation of Communication Skills at Santa Rosa Junior College (Arlington, Virginia: ERIC Document Reproduction Service, number not assigned yet, 1976.)

[7]John E. Roueche and R. Wade Kirk, Catching Up: Remedial Education (San Francisco: Jossey-Bass Inc., Publishers, 1973), pp. 60-79.

for the "personhood" of his students, the focus on it is lacking because the remediation has taken place in the context of the English curriculum, with its inevitable emphasis on language skills. Santa Rosa Junior College, like many community colleges, suffers from what Ernest H. Berg, President of a neighbor college, calls the tragedy of bifurcation of institutional functioning, in which the division of guidance and instruction is intensified by the almost competitive offices of two administrative deans:

> The tragedy, however, lies not in the effect that the division of functioning has upon the deans or even the chief administrator, but rather in the effect that it has upon instructors, counselors, and students. The counselors are effectively isolated from the instructional staff. The instructors, who relate directly to the Dean of Instruction and only peripherally, if at all, to the Dean of Student Personnel, tend to teach as though the affective needs of the students were none of their concern and that such needs should be satisfied in another part of the institution. The students, on the other hand, possess only a very limited ability to divide their lives into cognitive and affective segments; they tend to respond as whole persons to the college environment.[8]

Regardless of the merits of his analysis vis-a-vis the administrative deans, Berg accurately describes the situation vis-a-vis faculty and students. Remedial

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[8]Ernest H. Berg, "Curriculum Development and Instruction: A Proposal for Reorganization," in Student Development Programs in the Community Junior College, eds. Terry O'Banion and Alice Thurston (Englewood Cliffs: Prentice-Hall Inc., 1972), p. 134.

English instructors have long been aware that the language skill development of their students has often been hampered by environmental, psychological, and emotional factors beyond their control or area of expertise. Yet coordination between the English and Counseling Departments has been poor at best, and often strained. One of the major recommendations of the 1973 evaluation team was to improve the relationship of the English Department with other parts of the campus community, including especially the Counseling staff.

Another hole in the program besides guidance or affective learning has been reading. Over the years, the reading segments of the curriculum have been dropped. Several reasons can be attributed for this: the Department spent a great deal of time and energy developing its transformational grammar based materials and curriculum. Several instructors trained in reading instruction devoted their time to other projects, including one instructor who became the director of C.O.I.L., and another who set up the L.S.D.P. (educationally handicapped) program. While some courses (particularly Speed Reading) continued to be offered, no individual was prepared to devote the amount of time needed over a period of several years to organize a sophisticated reading program. As noted before, this was mentioned in the 1973 evaluation,

in which "extensive review and improvement" was recommended.

A focus was brought to these problems when Dr. John Roueche was brought to the campus in 1974 and urged consideration of an interdisciplinary approach to remediation like those he had observed in other areas of the country, particularly the South. Accordingly, in the Spring of 1975 the Santa Rosa Junior College Board of Trustees authorized the English Department's Remedial Coordinator and the Head Counselor to attend the 1975 Developmental Studies Conference in Greenville, South Carolina. After their return from the conference these individuals began planning for the pilot Core Program which this paper describes. A series of meetings was held which included at various times representatives from the learning center (C.O.I.L.), the Extended Opportunities Program, the Learning Skills Development (educationally handicapped) Program, the English Department, the Counseling Department, and the Mathematics Department.

Two issues became apparent almost immediately. One, sadly, was the conviction of some counselors that such a program would be a waste of time, that plenty was being done already for underprepared students and that hopes for better student retention and performance

were unrealistic. In a similar vein, the representative of the Mathematics Department expressed distrust of the project and an unwillingness to participate, reflecting that department's history of a lack of a strong commitment to remediation. This issue was not so much resolved as avoided: it was decided to omit a mathematics component from the pilot project, with the hope that if the core idea proved a sound one, the Mathematics Department might participate in the future. And of course counselors who did not think the program worthwhile were not asked to participate.

A second issue was the problem of identifying Core Program students. The E.O.P. and L.S.D.P. programs had already defined the students they served, and proponents of the Core Program were anxious not to duplicate their efforts. Similarly, it seemed inappropriate to begin an experimental program with English 105 students, since they already were being offered five hours of classroom instruction in English per week, plus units in spelling and reading in the Center of Independent Learning. In the course of discussion involving representatives from the various programs, the Dean of Instruction suggested that there was a kind of "middle group" of students often neglected in discussions about remediation. In the end such a middle group was identified for Core, roughly those

students who seemed better prepared than the ones who normally entered English 105 (the five hour a week course) and who therefore qualified for English 100 (the three hour a week course). E.O.P. students would be counseled into an English curriculum specially designed for them, and English 105 students with special educational problems would continue to be recommended for the L.S.D. program or one-unit skills courses in C.O.I.L.

Hence the Core Program as evolved in the meetings of the Spring of 1975 would consist of the existing composition course, English 100, combined with a new reading course, English 85, and two guidance courses, Guidance 64 and 60, which were to be combined and revised for the project. (In fact they would be taught as one three-unit course, with two counselors working as a team.) The four instructors assigned to the Program would share the same group of about twenty students, meeting weekly to discuss student progress and to coordinate activities in their respective courses.

While the significance of this project has been implicit in this discussion, a rationale statement might be useful. First, of course, the pilot semester of the Core Program is the first test at Santa Rosa Junior College of a multi-disciplinary remedial effort. If the program is deemed a success, if students appear to

perform better academically and adjust better to college than similar students who are not in the program, then the program will be expanded.

Also of significance is the fact that the Core Program is not only multi-disciplinary but interdisciplinary --that is, among the three courses there is coordination of assignments and integration of concepts and themes. Moreover, the instructors work as a team in evaluating both program and students. The possible effect of this is a radical change in the way instructors from the two departments inter-act. This might be particularly dramatic considering the prevailing distrustful relationship between the two departments involved. Seen this way, the Core Program if successful can become a model for interdisciplinary curriculum development of all kinds. The number of other remedial and special programs already mentioned, plus others not at all remedial in nature, suggest a compelling need for better coordination of services as the College grows. The tendency for departments and programs to isolate themselves is ultimately antithetical to the ideal of a college; models successfully combating that tendency need to be designed.

In sum, the Core Program arises from the recognition that service to the underprepared student at the open door college is a responsibility not of one department but of

the college as a whole. The Program's success or failure has implications not only for remediation, but for curriculum development wherever an interdisciplinary approach is contemplated.

# CHAPTER III

## REVIEW OF THE LITERATURE

This review begins with a look at recent attempts to describe community college and remedial or "high-risk" students, continues with a discussion of reported multi-disciplinary developmental programs, and concludes with a look at some articles discussing interdisciplinary programs in general.

### A. The "High-Risk" Student

While not confined to low-achievers, Cross' The Junior College Student: A Research Description[9] is a valuable synthesis of the research on junior college students up until 1968. In particular it analyzes data from the SCOPE (School to College: Opportunities for Post-Secondary Education) Study directed by Dale Tillery in 1967. Cross reviews academic characteristics, socioeconomic background, finances, self-concepts, interests and personality characteristics, reasons for attending college and reactions to college choice of vocation and major field of study. She found that junior college students were better academically in high school than those who did not go on to college and

[9] K. Patricia Cross, The Junior College Student: A Research Description (Princeton: Educational Testing Service, 1968.)

not as good as those who went directly to four year colleges, but that the spread of academic abilities appeared greater in the junior college group than the other two groups. Junior college students tended to come from homes in the lower socio-economic classes and gave a high priority to the low cost of their education. They were concerned with upward mobility and saw their college education in terms of potentially increased income. Many attended junior college because they were uncertain of their own educational and career goals; they tended to be less self-confident than four year college students. They were more practical, cautious, prudent, controlled, and less independent, tolerant, and attracted to independent thought than four year college students.

This description of junior college students in general is remarkably similar to Roueche's description in 1968 of remedial students in particular. He identifies the low-achieving students as having one or more of these characteristics:

1. Graduated from high school with a low C average or below
2. Are severely deficient in basic skills, i.e., language and mathematics
3. Have poor habits of study (and probably a poor place to study at home
4. Are weakly motivated, lacking home encouragement to continue in school
5. Have unrealistic and ill-defined goals

6. Represent homes with minimal cultural advantages and minimum standards of living
7. Are the first of their family to attend college, hence have a minimum understanding of what college requires or what opportunities it offers.[10]

He quotes a state survey of California public junior colleges in 1965 which revealed that almost 70 per cent of the 270,000 entering freshmen failed to qualify for English 1A.[11] This suggests, of course, that a large majority of the students Cross described could be classified as remedial students.

In the widely cited book Against the Odds, William Moore, Jr. warns against over-generalization by drawing attention to the diversity of high-risk students:

> There are several subcategories of the high-risk student....The stereotype of the low-performing student needs no documentation. Too frequently his description is synonymous with the lower-class, poor white student or any black student. The middle-class student who is marginal is considered almost an exception and is thought to have psychological problems when he is slow....This stereotype, like most, is inaccurate. The high-risk student is not confined to our slums. He is indigenous to the total class structure. Whether this student lives on the curving lanes of a suburban drive or the teeming streets of Harlem, he is spawned in our own homes, in our own schools, and in our own communities. He is among us a marginal discard. And there are more differences among marginal students than there are similarities.[12]

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[10] Roueche, Salvage, Redirection, or Custody, pp. 12-13.
[11] Ibid., p. 13.
[12] Moore, pp. 24-25.

He explores this diversity in ten case histories of high-risk students and a discussion of black and "disadvantaged students," emphasizing the need of educators to recognize and account for differences in social and cultural backgrounds.

In Beyond the Open Door Cross argues that if the answer to the question Who should go to College? is an egalitarian "everyone," then colleges should prepare for "the New Students":

> Quite clearly, most of the New Students would come from...the lower half of the class academically. There would be almost no additional males from the upper half of the class, although there would be a significant number of women who stand in the top half of the class academically--almost all of them from the lower half of the socio-economic scale.
>
> New Students to higher education will be primarily students whose performance at academic tasks in the past has been below average. Low academic ability, as that ability is traditionally nurtured and measured in the schools, will be the distinguishing characteristic of these students.[13]

She defines the New Students operationally as those scoring low on traditional tests of academic ability because that is one of the few measures one can safely generalize about. Like Moore, Cross emphasizes the diversity of these students in terms of social and cultural background. She posits that most of them, however, will be "failure-threatened" as opposed to

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[13]Cross, Beyond the Open Door, p. 12.

"achievement-oriented" personalities. Essentially she expands upon the conclusions originally set forth in her earlier work, devoting special chapters to adult education, ethnic minorities, and women, and arguing that "The simple extension of traditional education to broader segments of the population is a woefully inadequate and timid step into the egalitarian age."[14]

Other works, often using the same data, are in essential agreement with Cross' description of the New Student.[15]

More recently, after examining data from a random sample of nearly 100 community and junior colleges, Edmund J. Gleazer predicts greater diversity of students, more older students, and more academically well-prepared students on the community college campuses in the '70's than before. This last prediction seems to contradict what Cross says, but they are in agreement that colleges

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[14]Ibid., p. 155.

[15]See Chapter Three, "Junior College Students," in Leland L. Medsker and Dale Tillery, Breaking the Access Barrier (New York: McGraw-Hill Book Company, 1971), Charles C. Collins, "Student Characteristics and Their Implication for Student Personnel Work," in O'Banion and Thurston; Dorothy M. Knoell, The 'New Student' in the Community Colleges (Sacramento: Office of the Chancellor, California Community Colleges, [1972]. Very recently Knoell has produced another study, Through The Open Door: A Study of Patterns of Enrollment and Performance in California's Community Colleges, not reviewed here. It reports that two-thirds of the enrollment at the 102 California public two-year institutions do not fit the category of "traditional" student.

need to change:

> Obviously some way needs to be developed to view diversity. There is a sorting out and labeling process which takes place now. But often the categories are misleading or false, not in harmony with the goals of the institution.[16]

Elsewhere Gleazer has stated the case more forcefully for meeting the needs of new students:

> Ours is a field of endeavor with the challenge of complexity and frequent frustration. But, after a great deal of reflection, I say that the most critical issue now confronting the community colleges of this country is to make good on the implied promise of the open door.

He urges a "perpetual inventory" of student characteristics, so that as educators we will "know the territory"; better articulation with high schools so as to create "a continuum...to lead to the open door"; reshaping of programs to "meet the student where he is"; and the development of new approaches to learning to replace the present "very narrowly restricted approach."[17] Gleazer's call to action is echoed by virtually every major writer in the community college movement, including Roueche, Cross, Moore, O'Banion, and Johnson.[18]

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[16]Gleazer, Project Focus, p. 16.

[17]Edmund J. Gleazer, Jr., "The Community College Issue of the 1970's," Educational Record (Winter 1970): 49-51.

[18]B. Lamar Johnson, Islands of Innovation Expanding: Changes in the Community College (Beverly Hills: Glencoe Press, 1969). Works of other authors have been cited previously.

B. The Community College Response

How well have American community colleges responded? Answers vary. Many individual programs report success, but success is defined in many ways, and it is often attributed in one report to factors which are seen as liabilities in another. For example, Freligh reports that students exposed to large group (200-365) instruction in remedial English at Golden West College have a better chance of success in freshman composition than students who were not initially required to take remedial courses.[19] Yet Fader is convinced that students learn best when exposed to a wide range of learning situations rather than a large-group, single-teacher approach.[20] He urges the abolishment of homogeneous remedial classes because they reinforce failure, a position shared by Vaughan and Puyear in a report on learning labs taken simultaneously to regular college courses.[21] Yet a study committee reporting to the Texas State Senate sees special courses and programs as a "vital need" for successful remediation, and Roueche, Moore, Baehr, and Murphy all argue eloquently that the

[19]Edith A. Freligh, Large-Group Instruction in Remedial English (Arlington, Virginia: ERIC Document Reproduction Service, ED 027 001, 1969).

[20]Daniel Fader, Shaping an English Curriculum to Fit the Junior College Student (Arlington, Virginia: ERIC Document Reproduction Service, ED 049 734, 1971).

[21]George B. Vaughan and Donald E. Puyear, After the Open Door: An Approach to Developmental Education (Arlington, Virginia: ERIC Document Reproduction Service, ED 059 714, 1972).

advantages of homogeneous grouping outweigh the disadvantages provided the participants in the program are committed to it.[22]

Regardless of the individual success stories reported in the literature over the past few years, the reputation of community college remedial programs remains low, particularly in language skills.[23] Losak's careful study at Miami-Dade Junior College is sobering: he compared two groups of students, both of which were classified as underprepared but only one of which entered the remedial program at Miami-Dade Junior College, and found the remedial program produced no significant differences in student withdrawal from college, was not effective in raising grades in the second semester of enrollment to the "C" level, and did not result in significantly higher

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[22]Senate Interim Committee on Public Junior Colleges, The Open Door, or the Revolving Door: Which Way Texas? (Arlington, Virginia: ERIC Document Reproduction Service, ED 071 655, 1973); Roueche and Kirk, pp. 71-72; Moore, pp. 181-219; Rufus F. Baehr, Project Success (Arlington, Virginia: ERIC Document Reproduction Service, ED 039 870, 1969); Morris Murphy, ed., Compensatory Education I and II: Profile of an Interdisciplinary Program (Arlington, Virginia: ERIC Document Reproduction Service, ED 025 247, 1968).

[23]An indication of the public's view of composition instruction at the secondary and college level is a recent Newsweek cover story, "Why Johnny Can't Write," (December 8, 1975).

scores on reading or writing tests as compared to the scores of the control group.[24]

Losak's study is striking for two reasons: 1) it is an example of the practical use of research, for it resulted in major changes at Miami-Dade; 2) the direction of those changes was in keeping with a trend towards a multi-disciplinary approach to remediation.[25] Such an approach is logical when traditional methods are seen to fail and when the focus of concern is shifted from content to learner. Learner-orientation leads to questions about the integration of attitudes, skills and concepts that different disciplines have to offer; quite naturally this leads to a coordinated multi-disciplinary effort.

Multi-disciplinary programs are still in the minority, but have increased in number in recent years. In 1968 Roueche reported on such programs at five community colleges: Bakersfield, Compton, Contra Costa, Los Angeles City, and Forest Park Community Colleges.[26] By 1972,

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[24]John Losak, Do Remedial Programs Really Work? (New York: Paper presented at the annual meeting of the American Educational Research Association [1971]; Arlington, Virginia: ERIC Document Reproduction Service, ED 046 975).

[25]John Losak, An Evaluation of the Community College Studies Program for the Year 1969-70 (Arlington, Virginia: ERIC Document Reproduction Service, ED 056 683).

[26]Roueche, Salvage Redirection or Custody.

Roueche and Kirk had identified forty innovative programs and reported on five representative ones in Fort Worth, Dallas, San Antonio, Whiteville, North Carolina, and Pemberton, New Jersey.[27] In 1971 Ferrin reported that about a third of the Midwestern community colleges which responded to a survey (76% responded out of a possible 180) indicated that they offered formal developmental programs.[28]

One indication of interest in such programs is the fact that the 1975 National Conference on Developmental Studies in the Community College drew over 170 participants from 82 colleges in twenty-one states. The people involved in the programs presented at that conference emphasized the same features as reasons for the success they claimed:

--the voluntary nature of the programs, resulting in a better student attitude to begin with;

--the presence of a counselor or counseling component in the program;

--the benefits derived from an interdisciplinary, team approach, which include exchange of information about shared students and well-organized, integrated curricula;

--the consistent focus and commitment to remediation and the institutional recognition resulting from a separate developmental department or division.

As with research regarding general remediation,

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[27]Roueche and Kirk, Catching Up.

[28]Richard I. Ferrin, Developmental Programs in Midwestern Community Colleges (Evanston: College Entrance Examination Board Report No. HES-R-4 [1971]; Arlington, Virginia: ERIC Document Reproduction Service, ED 048 848).

research on multi-disciplinary programs suggests few patterns. Roueche and Kirk summarized their findings about five programs as follows:

1. Students in remedial programs earned significantly higher grades than did high-risk students in nonremedial programs.

2. High-risk students of like race-ethnic groups earned higher grades in remedial programs than did those in nonremedial programs.

3. In each college, grades earned by successive year-groups of students enrolled solely or predominantly in courses in developmental studies improved each year.

4. Academic performance of students in remedial programs dropped significantly after they they entered regular college programs.

5. Students in remedial programs persisted in college to a greater extent than did high-risk students in nonremedial programs.

6. At each college, students in remedial programs expressed greater satisfaction with the instructor/instructional component of the remedial program than they did with the counselor/counseling component.

7. Based on findings for the 1969-70 and 1970-71 academic years, 50 to 54 percent of high-risk students in remedial programs completed a third semester of college. Thirty-five percent of the 1969-1970 group completed two years of study.[29]

It should be noted that Roueche and Kirk compared students who volunteered for remedial programs with students with similar academic characteristics who received no remedial help. Two questions occur: 1) Does the voluntary nature

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[29]Roueche and Kirk, Catching Up, pp. 58-59.

of the programs attract more highly motivated students, and 2) how would the students have compared to those in "traditional" (i.e. non-multi-disciplinary or stratified) remedial programs offered by various departments?

Single program reports in ERIC and elsewhere rarely share criteria or research design and hence are difficult to compare. At best they raise issues to consider or describe errors one might avoid. In a long report complete with appendices detailing methods, discussions, and even inter- and intra-departmental battles, Murphy and others candidly describe the problems of creating an interdisciplinary compensatory education program in Chicago.[30] Farrell takes a brief historical look at the General Curriculum at Forest Park Community College, a program lauded by Roueche and Moore, and notes problems of faculty turnover, unrealistic expectations of students and faculty, faculty-centered decision making, inadequate communication among staff and inadequate institutional research. While the program is still considered successful, one of its goals--an interrelated curriculum--has never been realized.[31]

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[30]Murphy, Compensatory Education I and II.

[31]Thomas J. Farrell, The History of the General Curriculum of Forest Park Community College in St. Louis, Missouri from its Beginning to Fall, 1971 (Arlington, Virginia: ERIC Document Reproduction Service, ED 057 780, 1971).

C. Interdisciplinarity

The problem of interrelating curriculum, noted by both Murphy and Farrell, suggests the need to distinguish between multi-disciplinary and interdisciplinary programs, a distinction rarely made in the literature reviewed here. Most of the programs reviewed in the works cited here or presented at the 1975 Developmental Studies Programs appeared to be essentially multi-disciplinary: that is, while coordinated planning took place, each course in the series tended to be autonomous.

Yet, as mentioned before, one of the stated advantages of the programs is the opportunity for closer coordination, and the integration of skills, concepts, and attitudes from two or more disciplines. These goals are shared by non-remedial, interdisciplinary programs as well and are discussed in several articles. Cleveland sees an urgent need for a "real world curriculum" at the college level which include the following elements:

1. Training in integrative brainwork--the ability to synthesize, for the solution of real world problems, the analytical methods and insights of the vertical academic disciplines. Exposure to basic science and mathematics, to elementary systems analysis, and to what a computer can and cannot do are part, but only part of this training.

2. A capability for self-analysis--through the study of ethnic heritage, religion and philosophy, art and literature, the achievement of some fluency in answering the question, "Who am I?"

3. Education about social goals, public purposes, and the ethics of citizenship--to enable each "educated person" to answer for himself, including herself, the question, "How to avoid getting efficiently to where I will not want to be when I get there?"

4. Some practice in real-world negotiation, in the psychology of consultation, which is the essence of leadership in a horizontal society.

5. The analytical capacity, the rudimentary knowledge, and the attitude of personal responsibility required to take up citizenship in an interdependent world.[32]

Gallant puts the "interdisciplinary boom in higher education" in an historical context, tracing current efforts to the progressive education movement in the lower schools. He cites programs at Harvard, Monteith (Wayne State), Amherst, Regis College in Denver, Berkeley, and Brown as evidence that interdisciplinary programs in higher education are flourishing. He warns that "there need be no fewer facts or concepts, no less content or substance," in an interdisciplinary approach and that adequate instructor training is essential.[33]

Braga discusses the interaction of members of an interdisciplinary team and raises a point often overlooked:

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[32]Harlan Cleveland, "The Little League and the Imperatives of Interdependence," Educational Record (Winter 1975): 5-9.

[33]Thomas F. Gallant, "Interdisciplinary Boom in Higher Education: Reincarnation of John Dewey and the Progressives' Core Program?" Liberal Education 58 (October 1972): 347-58.

> In spite of the popularity of the idea of the integration of viewpoints and expertise from different areas in a cooperative diagnostic effort, in practice some sources of conflict are noted. The major problem seems to be that the same situation is viewed by persons from different disciplines from the perspective of their own discipline, which may, in some cases, be in conflict with the ideas and interpretation of persons of other disciplines.

And elsewhere--

> As a person trains in a certain discipline, he becomes imbued not only with subject matter, but with a value system. He may come to feel that his is the central, most important, and, of course, most correct discipline. In his studies, he usually is subjected to a sort of "comparative religion" scanning of related areas of study, in which each other discipline is presented in its relationship to his own "central" discipline. Thus, it can be very difficult for members of these varying disciplines to join together and attempt to communicate in an interdisciplinary effort.

He develops these ideas and suggests procedures for reducing communication problems in a discussion of role theory and cognitice dissonance theory.[34]

Swora and Morrison review the roots of interdisciplinarity, the present conditions requiring interdisciplinarity, and suggests four types of discipline integration:

> Multi-disciplinarity is characterized by a juxtaposition of various disciplines with no methodological cooperation, for instance, mathematics and history or area studies programs. It is the

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[34]Joseph L. Braga, "Role Theory, Cognitive Dissonance Theory, and the Interdisciplinary Team," Interchange 3, no. 4 (1972): 69-78.

> responsibility of the student to synthesize the material.
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> Pluri-disciplinarity is characterized by a juxtaposition of two or more related disciplines with some methodological cooperation, for example, mathematics and physics.
>
> Interdisciplinarity requires comparing and harmonizing vocabularies, languages, and methodologies. Structural interdisciplinarity means that a dialogue on equal footing occurs between two or more disciplines by developing concepts and methods.
>
> ... Transdisciplinarity is a step beyond interdisciplinarity.[35]

This typology is valuable in describing and evaluating various programs, because it suggests the nature and amount of staff interaction. Presumably the more a program approaches "transdisciplinarity" the more wary the staff must be of the kind of role problems and congitive dissonance which Braga has described.

Many writers approach interdisciplinary projects with some caution. Baum observes that

> In many colleges where interdisciplinary courses are offered at the freshman level, it is not always easy to find a clear statement of purpose, a syllabus that shows a method, or a faculty member who can offer a cogent rationale for such courses.

She urges review and evaluation of programs by prestigious peers who are not themselves involved. She also

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[35] Tamara Swora and James L. Morrison, "Interdisciplinarity and Higher Education," The Journal of General Education 26 (April 1975): 45-52.

addresses the English teacher:

> For the teacher of composition who wants to use an interdisciplinary method to achieve a goal, the goal ought to be stated as more than psychological adjustment or better attendance. It should reflect, first of all, the placement level and, secondly, the competence required for future work....The interdisciplinary course, for all its desire to liberate or soothe, must also show success in teaching exposition and persuasive discourse. The ultimate goal of any interdisciplinary course should be discipline.[36]

Bedford sardonically argues that "the most convincing case for interdisciplinary study is that it is fun," not that it is the solution to fundamental problems:

> If, as some critics maintain, American education is moribund, interdisciplinary courses will not revive it, although interdisciplinary learning might be one method of organizing an alternative model....As it is usually conceived, interdisciplinary study is only a very modest curricular proposal that is likely to make little lasting educational difference. This does not mean that schools should not try it.

He recommends beginning with an "integrated teacher--not several teachers," one who learns along with his students and is not himself locked in his discipline. The course should be offered in the first year of school, and not the last, and there should be a balance including flexibility of organization of content on the one hand and rigor, discipline and "ordered inquiry" on the other.[37]

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[36]Joan Baum, "Interdisciplinary Studies: The Latest Experimental Rage," College Composition and Communication 26 (February 1975): 30-3.

[37]Henry F. Bedford, "Interdisciplinary Study--Fun, Not Always Fundamental," The College Board Review, No. 88 (Summer 1973): 11.

To summarize: literature about the community college student of the 1970's and about the remedial or high-risk community college student seem to be describing the same human beings: a very diverse group who nevertheless share certain characteristics such as average or below average high school grades, poor study habits, ill-defined goals, and (for many at least) backgrounds in the lower socio-economic classes. The community college's responses to these "New Students" have been inconsistent and varied, with conflicting evidence as to success and no operational consensus as to what success means. One trend which is emerging, however, is the multi-disciplinary program for remedial students, a development arising out of a shift in focus from content and discipline to the learner him or herself. While these programs appear promising, it will be some time before their impact on higher education in general will be felt.

These relatively new comprehensive programs touch upon a larger issue, the value of an interdisciplinary approach in higher education in or out of a remedial context. The integrative, unifying promise of interdisciplinarity continues to be compelling, but certain problems demand attention, including staff inter-action, clearly articulated rationales, goals, and objectives, and the maintenance of intellectual discipline.

# CHAPTER IV

## PROCEDURES AND METHODOLOGY

While the entire Core Program is discussed, the primary focus of this report is on language skills and the English courses in the program, while the guidance component is seen in a supportive role. Therefore no attempt is made here to provide a rationale for objectives or document success in the guidance area. It is anticipated that that focus will be provided in a paper to be written by a colleague from the Counseling Department.

### A. Hypotheses and Research Questions

This project addresses a number of issues in terms of language skills, some more conducive to statistical measurement than others. They are arranged accordingly, the statistical items framed as hypotheses, the non-statistical items stated as "research questions." Treatment of the data is discussed in more detail in the next sub-section (pp. 44 and 45).

Hypothesis One: Core students will significantly improve their scores on the Diagnostic Reading Test after participating in the program.

Hypothesis Two: Core students will significantly improve their scores on the reading tests in Gilbert's The Turning Point in Reading after participating in the program.

Hypothesis Three: Core students will significantly improve their scores and performance on the English Department's composition test.

Hypothesis Four: Core students' improvement on the Diagnostic Reading Test will be significantly greater than the improvement made by students in a control group.

Hypothesis Five: Core students' improvement on the Department's composition test will be significantly greater than the improvement made by control group students.

Hypothesis Six: The percentage of students who remain to complete the Core Program will be higher than the percentage of students who remained to complete regular English remedial classes in the spring semesters of 1973, '74, and '75.

Research Question One: Do the Core students demonstrate the ability to discuss critically book-length works of fiction and non-fiction, relating their reading experience to their work in composition and their insights in the guidance sections?

Research Question Two: Do the students become more competent writers as evidenced not only by the composition tests but by written work throughout the semester, in terms of the criteria established?

Research Question Three: Do the Core students become more confident in their ability to express themselves and prepare collegiate work?

B. Student Selection and Evaluation

Procedures for the selection and final evaluation of students are discussed here.

1. Selection of Core Students.

   a. Eligibility was determined by a combination of factors including test scores, counselor recommendation, and student choice. Test score criteria are identical to those for entrance into English 100: 15-19 on the ACT, 55-67 on the Diagnostic Reading Test, or 321-392 on the Verbal section of the SAT. However, students who completed English 105 were also eligible. Entrance to the Core Program was voluntary.

b. Students were apprised of the program through counseling sessions both at the college and at the feeder high schools. Announcements were also made in sections of English 100 at the beginning of the school year. There was also publicity in the form of a brochure, newspaper articles, and school bulletins.

c. Students wishing to enroll in the Core Program followed normal registration procedures.

d. Students who for whatever reason (for example, pre-test scores and writing samples) did not seem suited to the program were so advised. However, no students were forced to drop after this initial evaluation if he or she wished to remain.

2. Selection of Control Group.

a. Three English 100 sections were chosen as a pool from which to select a control group. Thus the first independent variable, enrollment in English 100, was established.

b. Since all English 100 students take the Department pre- and post-test in composition, and since almost all of them take the Diagnostic Reading Test for placement purposes, the mechanics for using these measures for purposes of comparison were relatively simple.

c. Students in the control group "pool" (the three sections) and Core students were given the Tennessee Self Concept Scale, the IPAT Anxiety Scale, and the Depression Adjective Checklists at the beginning and end of the semester.

d. The Diagnostic Reading Test was given at the end of the semester to the control group "pool" and the Core students.

e. It was hoped that a control group could be selected from the pool which had a close match of characteristics with the Core group in terms of initial Diagnostic Reading Test scores, initial composition test scores, sex, and age. However, this proved

impossible. Ultimately students were chosen for the control group because their initial Diagnostic Reading Test scores were fairly comparable to Core students' scores.

3. Final Evaluation. Data pertaining to the hypotheses and research questions listed on pages 41 and 42 were developed and treated as follows:

Hypothesis One--Core Student Performance on the Diagnostic Reading Test: Two forms of the test were given, one at the beginning and one at the end of the semester. The t-test (two-tailed) was used to determine the significance of the differences in the two sets of scores.

Hypothesis Two--Core Student Performance on the Gilbert Reading Tests: The procedure was identical to the procedure used for the Diagnostic Reading Test.

Hypothesis Three--Core Student Performance on the Department's Composition Test: The test was given at the beginning and end of the semester. The t-test (two-tailed) was used to determine the significance of the differences in the scores on the first twenty items. The [illegible] three sections of the test are essays [illegible] not be treated statistically. Rather, the pre- and post-versions of the essays are read and each pair is rated as evidencing "no improvement," "some improvement," or "considerable improvement."

Hypothesis Four--Core Student Performance v. Control Group Performance on the Diagnostic Reading Test: The t-test (two-tailed) was used to determine the significance of the difference between the amount of improvement of the two groups.

Hypothesis Five: The t-test (two-tailed) was used to determine the significance of the difference between the amount of improvement of the two groups on the first twenty items. Essay ratings were noted.

Hypothesis Six: Retention Rate in the Core Program Compared to Retention Rate in the Regular Remedial Program: Percentages were tabulated and compared.

Research Question One--Critical Reading of Core Students: No attempt was made to address this question statistically. The reading instructor (the author) conducted weekly discussions and noted student responses. Weekly essays on the readings were required. A fairly substantial essay comparing the two books read by the class was required at the end of the semester, and constitutes the principal evidence of critical reading ability of the Core students.

Research Question Two--Writing Competency of Core Students: Besides the Department's composition test, the major evidence of the Core students' writing competency is the Core essay, required at the end of the semester, in which the students were to relate the Core program and its components to their own personal and academic growth.

Research Question Three--Confidence: Assessment of student confidence was based mainly on teacher observations, and statements made by the students in the Core essays.

C. Program Implementation

Below are outlined the new reading course, English 85, the existing writing course, English 100, and Guidance 60 and 64 as adapted for the Core Program. Also outlined is program integration.

1. English 85--Developmental Reading. The class meets three days a week, one hour per session.

   a. Students were given one form of the Diagnostic Reading Test before class began.

   b. [illegible] class, students were given the pre-test [illegible] Doris Gilbert's The Turning Point in Reading, measuring sentence reading, comprehension of short passages, vocabulary, and rapid reading.

c. A questionnaire was given which attempted to measure general reading habits.

d. Instruction took place, using the materials below:

--The Turning Point in Reading, by Doris Gilbert. This workbook consists of lessons and exercises in such reading skills as rapid reading, vocabulary extension, and comprehension skills. Reading selections are very short, and never over one page long. Non-graded.

--The Jamestown College Reading Skills Series, edited by Edward Spargo, consists of three series of three workbooks each:

--Selections from The Black (Olive, Brown, and Purple)
Voices from the Bottom (Olive, Brown, and Purple)
Topics for the Restless (Olive, Brown, and Purple)

There are twenty reading selections in each booklet, each about two pages long, followed by comprehension and vocabulary questions. The workbooks are graded; beginning at 6th grade in the olive workbooks and ending with college-level material in the purple workbooks.

--At least two other books chosen by the students.

--I Heard the Owl Call My Name, a novel by Margaret Craven, and I Know Why the Caged Bird Sings, an autobiographical work by Maya Angelou.

These two books have been selected to be read by the class for the following reasons:

--they are well written and yet are relatively easy.
--they represent contrasting (fiction and non-fictional) approaches to similar themes.
--they both involve single characters engaged in a process of self-discovery in alien cultures, a process the students can re-

late to their own attempts to succeed in college.
--given the self-discovery theme, they provide natural links to the other sections of the program.

e. The instructor guided the class with the following objectives in mind:

--The students will demonstrate good reading attitudes and habits, including an aggressive questioning approach to the printed page, a goal conscious concern for obtaining meaning, sustained concentration, the maintenance of a well-balanced reading diet, and an enjoyment of reading.

--The students will demonstrate vocabulary adequacy comparable to the average community college student.

--The students will demonstrate the ability to read in terms of purposes by discriminating between main and subsidiary ideas, following directions, summarizing, drawing inferences and conclusions, and recalling important points.

--The students will be able to read at a rate within the norms for a community college student while maintaining average or better comprehension, and will demonstrate the ability to adjust rate according to purpose and difficulty of material.

--With reference to the short stories, essays and two books assigned to the class as a group, the students will demonstrate the ability to discuss the works critically, noting and evaluating the author's tone and approach to subject matter and characterization.

--With reference to the two books assigned, the students will see a relationship between their lives and those of the protagonists. They will be able to use the

books as models for writing in the composition section and as relevant material to the insights developed in the guidance section. In sum, the two books will serve to help unify the three courses.

f. Throughout the semester, the teachers and counselors in the program meet weekly to discuss student progress and modify the procedures as necessary. The author maintains a log of observations of student performance and of the programs as a whole.

g. Post-test forms of the Diagnostic Reading Test and the Gilbert Test were given at the conclusion of the semester.

h. The reading habit questionnaire at the end of the Gilbert test was given.

i. Other information about the students' reading, including rate and comprehension charts from the Jamestown series, was collected.

j. As indicated above, test scores and other data were used to evaluate the students and the program.

2. English 100--Remedial Composition
The class meets three days a week, one hour per session.
(Note: While English 85 is a new course, English 100 is an established remedial composition course. The procedures outlined here are substantially the same as those used in other 100 sections unless indicated otherwise.)

a. In class, students were given a composition test developed by the author which measures the ability to identify correct sentence structure, to combine simple sentences into complex sentences, and to write narrative-descriptive, expository, and argumentative prose.

b. Instruction took place, using the materials below:

--A series of grammar books developed by a colleague in the English Department and discussed in the first section of this report.

--Two composition books developed by the author and a colleague, discussed in the first section of this report.

--A number of writing exercises and journal assignments of the composition instructor's invention, utilizing the materials from the guidance and reading sections as often as possible to maintain the interdisciplinary focus of the total program.

c. The instructor guided the course with the following objectives in mind:

--In general, the student will demonstrate the ability to write as well as the average student entering English 1A (the college transfer freshman English course) and the confidence to express himself on paper both in and out of an academic context.

--The student will learn to recognize and effectively use the simple, compound, complex, and compound-complex sentence in narrative-descriptive, expository, and argumentative prose.

--The student will learn focusing and organizing techniques that will give clarity to his writing, and will feel confident to experiment with elements of tone that will add color.

--The student will be exposed to a variety of informal writing modes--primarily the journal and the personal essay--in an attempt to explore the scope and value of each and to see how they can be made relevant to his personal or academic needs.

--The student will develop the critical skill that will enable him to know when his writing is effective and why.

d. Throughout the semester, the teachers and counselors in the program met weekly to discuss student progress and modify the procedures as necessary.

e. As indicated above, test scores and other data were used to evaluate the students and the program.

3. Program Integration. Inventing a new course and joining it with two established courses does not inevitably result in an integrated program. The following procedures were necessary to maintain the interdisciplinary focus hoped for:

a. The instructors in the program met once a week, maintaining the contact originally established in the planning sessions preceding the fall semester. At these meetings student progress, possible joint projects, and teaching strategies were discussed.

b. Whenever possible, instruction was coordinated. For example, discussions of the two required books in the reading course were structured to relate the writing style to the principles in the composition section and to relate the themes of the books to the discussions about human values, occurring in the guidance sections.

c. A "Core Project" was assigned requiring the students to draw upon material from all of the Core courses as they wrote an autobiographical paper. The papers were reviewed by all the instructors in the program.

d. Two meetings were held, one on campus midway through the semester and one at an instructor's house at the conclusion of the semesters. The head counselor, the four instructors and the students reviewed and informally evaluated the program at each meeting.

D. Limitations of the Study

A study of the success of this program should and will include a comparison of the persistence in school of the Core students and those in the control group. However, that study will obviously take several semesters and is beyond the scope of this project.

In terms of the short-range comparison of performance of the Core students and the control group students, several variables exist which must be kept in mind:

1. Core students volunteered for the program and may have been more motivated to succeed than control group students.

2. Control group students may have been taking more or less units than control group students. Simple differences in class load may be reflected in differences in performance.

3. Differences in performance may have been influenced by differences in teacher personality. For example, just commitment to the success of the Core program may result in better teaching.

4. Less than twenty students participated in the Core program. While the statistical measures employed were appropriate for such a small sample, conclusions about the success of the program must be tentative nevertheless.

# CHAPTER V

# FINDINGS

## A. Pre- and Post-Performance of Core Students

The first hypothesis was that Core students would significantly improve their scores on the Diagnostic Reading Test after participating in the program. Table 1 shows the performance of the Core students on that test at the beginning and the end of the semester. It can be seen that the students improved dramatically in reading rate but very little in vocabulary, and that their scores declined a bit in the comprehension section of the test. While the rate increase has statistical significance, the other scores do not. A rise in rate alone is not considered evidence of better reading for this group; comprehension improvement is much more desirable. The hypothesis is rejected.

The second hypothesis was that Core students would significantly improve their scores on the reading tests in Gilbert's The Turning Point in Reading after participating in the program. Table 2 shows the performance of the Core students on that pair of tests. It can be seen that the students averaged significant increases in total reading scores and rate scores (the four students without scores did not complete the testing), and that the hypothesis can be accepted. This is in dramatic

TABLE 1

CORE STUDENT PERFORMANCE ON DIAGNOSTIC READING TEST
AT THE BEGINNING AND THE END OF THE SEMESTER

| Student | Vocabulary Section | | | Comprehension Section | | |
|---|---|---|---|---|---|---|
| | $X_B$ | $X_E$ | $X_D$ | $X_B$ | $X_E$ | $X_D$ |
| 1 | 52 (78)* | 52 (78) | 0 | 29 (35) | 31 (50) | + 2 |
| 2 | 18 (00) | 22 (01) | + 4 | 08 (00) | 18 (03) | +10 |
| 3 | 27 (04) | 38 (27) | +11 | 29 (35) | 27 (24) | - 2 |
| 4 | 29 (07) | 27 (04) | - 2 | 22 (08) | 25 (16) | + 3 |
| 5 | 33 (14) | 28 (05) | - 5 | 24 (13) | 20 (05) | - 4 |
| 6 | 45 (52) | 52 (78) | + 7 | 35 (83) | 35 (83) | 0 |
| 7 | 35 (19) | 33 (14) | - 2 | 29 (35) | 29 (35) | 0 |
| 8 | 38 (27) | 33 (14) | - 5 | 23 (10) | 20 (05) | - 3 |
| 9 | 35 (19) | 37 (24) | + 2 | 31 (50) | 22 (08) | - 9 |
| 10 | 23 (01) | 26 (03) | + 3 | 18 (03) | 21 (06) | + 3 |
| 11 | 31 (10) | 40 (33) | + 9 | 27 (24) | 26 (20) | - 9 |
| $\bar{X}$ | 33.27 | 35.27 | + 2 | 25.00 | 24.91 | - .09 |

*Percentile Scores  S.D. of $X_D$ = 5.42  S.D. of $X_D$ = 4.83

TABLE 1 - Continued

(probabilities are two-tailed)

| Student | Total (Vocab. & Comp.) | | | Rate (W.P.M.) | | |
|---|---|---|---|---|---|---|
| | $X_B$ | $X_E$ | $X_D$ | $X_B$ | $X_E$ | $X_D$ |
| 1 | 81 (64) | 83 (70) | + 2 | 416 (97 | 520 (99) | +104 |
| 2 | 26 (00) | 40 (01) | +14 | 182 (01) | 234 (12) | + 52 |
| 3 | 56 (09) | 65 (22) | + 9 | 195 (04) | 377 (91) | +182 |
| 4 | 51 (05) | 52 (06) | + 1 | 338 (80) | 412 (96) | + 74 |
| 5 | 57 (10) | 48 (03) | - 9 | 277 (45) | 507 (99) | +230 |
| 6 | 80 (61) | 87 (82) | + 7 | 377 (91) | 485 (99) | +108 |
| 7 | 64 (20) | 62 (17) | - 2 | 182 (01) | 292 (58) | +110 |
| 8 | 61 (16) | 53 (06) | - 8 | 212 (08) | 446 (97) | +234 |
| 9 | 66 (24) | 59 (13) | - 7 | 355 (86) | 368 (90) | + 13 |
| 10 | 41 (01) | 47 (03) | + 6 | 264 (37) | 563 (99) | +299 |
| 11 | 58 (11) | 66 (24) | + 8 | 260 (35) | 325 (75) | + 65 |
| $\bar{X}$ | 58.27 | 60.18 | + 1.91 | 278.00 | 411.73 | +133.73 |

S.D. of $X_D$ = 7.67 $t = .826$; $p > .05$ S.D. of $X_D$ = 89.79 $t = 7.8$; $p < .05$

Null is not rejected Null is rejected

CORE STUDENT PERFORMANCE ON THE GILBERT READING TESTS
AT THE BEGINNING AND END OF THE SEMESTER

| Student | Sentences | | | Comprehension | | | Vocabulary | | | Total | | | Gross Rate | | | Effective Rate * | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | $X_B$ | $X_E$ | $X_D$ | $X_B$ | $X_E$ | $X_D$ | $X_B$ | $X_E$ | $X_D$ | $X_B$ | $X_E$ | $X_D$ | $X_B$ | $X_E$ | $X_D$ | $X_B$ | $X_E$ | $X_D$ |
| 1 | 26 | 44 | +18 | 27 | 30 | + 5 | 55 | 55 | 0 | 108 | 129 | +21 | 312 | 434 | +122 | 280 | 347 | + 67 |
| 2 | 8 | 4 | - 4 | 8 | 26 | +18 | 17 | 47 | +30 | 33 | 77 | +44 | 148 | 230 | + 82 | 74 | 46 | - 28 |
| 3 | 18 | 26 | + 8 | 11 | 22 | +11 | 35 | 58 | +23 | 64 | 104 | +40 | 216 | 304 | + 88 | 194 | 183 | - 11 |
| 4 | 30 | 45 | +15 | 17 | 29 | +12 | 49 | 59 | +10 | 96 | 142 | +46 | 187 | 440 | +253 | 168 | 352 | +184 |
| 5 | 38 | 46 | + 8 | 15 | 30 | +15 | 35 | 59 | +24 | 88 | 135 | +47 | 234 | 407 | +173 | 210 | 285 | + 75 |
| 6 | 9 | 16 | + 7 | 15 | 22 | + 7 | 24 | 30 | + 6 | 48 | 68 | +20 | 187 | 434 | +247 | 131 | 347 | +216 |
| 7 | 32 | 38 | + 6 | 27 | 30 | + 3 | 59 | 60 | + 1 | 118 | 128 | +10 | 351 | 506 | +155 | 351 | 506 | +155 |
| 8 | | - | | | - | | | - | | | - | | | - | | | - | |
| 9 | | - | | | - | | | - | | | - | | | - | | | - | |
| 10 | 21 | 37 | +16 | 10 | 27 | +17 | 22 | 57 | +35 | 53 | 121 | +68 | 187 | 380 | +193 | 168 | 342 | +174 |
| 11 | 20 | 42 | +22 | 28 | 20 | - 8 | 59 | 56 | - 3 | 107 | 118 | +11 | 468 | 434 | - 34 | 328 | 304 | - 24 |
| 12 | 10 | 16 | + 6 | 8 | 11 | + 3 | 14 | 33 | +19 | 32 | 60 | +28 | 108 | 300 | +192 | 54 | 210 | +156 |
| 13 | | - | | | - | | | - | | | - | | | - | | | - | |
| 14 | | - | | | - | | | - | | | - | | | - | | | - | |
| 15 | 22 | 18 | - 4 | 13 | 20 | + 7 | 51 | 40 | -11 | 86 | 78 | - 8 | 210 | 304 | + 94 | 147 | 182 | + 35 |
| $\bar{X}$ | 21.27 | 30.18 | + 8.91 | 16.27 | 24.27 | + 8 | 38.18 | 50.36 | +12.18 | 75.73 | 105.45 | +29.73 | 237.09 | 379.36 | +142.27 | 191.36 | 282.18 | +90.82 |
| S.D. | 8.35 | | | 7.67 | | | 14.91 | | | 21.62 | | | 83.53 | | | 90.13 | | |

* "Effective rate" is the gross rate multiplied by the percent right on a 10 item test on the material read.

Total (Sen. + Comp. + Voc.)
$t = 4.55$; $p < .05$
Null is rejected

Effective Rate
$t = 3.35$; $p < .05$
Null is rejected

contrast with their performance on the standardized test. One inference to be drawn is that the Diagnostic Reading Test is inappropriate as a measure of improvement with these students. With two exceptions, all of the Core students placed at or below the 24th percentile in both pre- and post-tests when vocabulary and comprehension scores are combined to make "total" scores. A less difficult test such as Gilbert's gives a more refined picture of student progress.

A second important inference is that the students read the Diagnostic Reading Test too fast the second time, averaging 412 words per minute. Apparently the students failed to adjust their rate to the difficulty of the material. Increased rate with comparable comprehension can be considered a net gain in reading ability if the comprehension is satisfactory to begin with, but if comprehension is relatively low, then rate increase is not a primary goal.

The third hypothesis was that Core students would significantly improve their scores and performance on the English Department's composition test. Table 3 shows the performance of the Core students on that test at the beginning and end of the semester. The first set of numerical scores indicates the number of correct answers out

TABLE 3

CORE STUDENT PERFORMANCE ON THE DEPARTMENT COMPOSITION TEST AT THE BEGINNING AND THE END OF THE SEMESTER

| Student | Sentence Scores | | | Composition Improvement | | | Total |
|---|---|---|---|---|---|---|---|
| | $X_B$ | $X_E$ | $X_D$ | Narrative | Exposition | Argumentation | |
| 1 | 16 | 20 | + 4 | 2 | 2 | 2 | 6 |
| 2 | 18 | 18 | 0 | 2 | 2 | 2 | 6 |
| 3 | 20 | 19 | - 1 | 1 | 2 | 2 | 5 |
| 4 | 13 | 16 | + 3 | 2 | 2 | 1 | 5 |
| 5 | -- | (17)* | | 2 | 2 | 2 | 6 |
| 6 | 13 | 16 | + 3 | 1 | 1 | 1 | 3 |
| 7 | 20 | 19 | - 1 | 2 | 2 | 2 | 6 |
| 8 | 13 | 17 | + 4 | 1 | 1 | 2 | 4 |
| 9 | 18 | 20 | + 2 | 2 | 2 | 2 | 6 |
| 10 | 11 | 19 | + 8 | 2 | 2 | 2 | 6 |
| 11 | 18 | 18 | 0 | 2 | 2 | 1 | 5 |
| 12 | 13 | 14 | + 1 | 2 | 2 | 2 | 6 |
| 13 | 13 | 16 | + 3 | 2 | 1 | 1 | 4 |
| 14 | 15 | 18 | + 3 | 1 | 1 | 1 | 3 |
| 15 | 18 | 18 | 0 | 1 | 2 | 1 | 4 |
| $\bar{X}$ | 15.64 | 17.71 | + 2.07 | 1.67 | 1.73 | 1.60 | 1.67 |

S.D. = 2.46 t = 3.95; $p < .05$
Null is rejected

*As first test score was missing, student's second score was not included in statistical analysis

of twenty exercises in the first section of the test, in which the students are asked to identify fragments, run-ons, and complete sentences, and then are asked to combine simple sentences so as to make complex ones. The other three sections consist of writing samples, the first a narrative essay, the second an expository essay, and the third an argumentative essay. Number scores indicate the amount of improvement the instructor observes after reading the pre- and post-versions of each type of essay. A "0" indicates no improvement, "1" some improvement, "2" considerable improvement.

It can be seen that the students averaged a 2.07 increase in their scores on the first part of the test, from 15.64 to 17.71, a significant gain. Also, according to the instructor's evaluation, their writing improved in all areas. For some students this improvement was considerable. Thus the third hypothesis is accepted.

B. Performance of Selected Core Students and Control Group Students

The fourth hypothesis was that Core students would show significantly greater improvement on the Diagnostic Reading Test than would control group students. Scores of the eleven Core students who took the test are compared to a control group consisting of eleven students whose initial Diagnostic Reading Test scores were roughly comparable. Table 4 shows the performance of both groups.

TABLE 4

CORE AND CONTROL GROUP PERFORMANCE ON
THE DIAGNOSTIC READING TEST COMPARED

| Control Group | | | | | | | Core Group | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Student | Total | | | Rate | | | Student | Total | | | Rate | | |
| | $X_B$ | $X_E$ | $X_D$ | $X_B$ | $X_E$ | $X_D$ | | $X_B$ | $X_E$ | $X_D$ | $X_B$ | $X_E$ | $X_D$ |
| 1 | 63 | 68 | + 5 | 334 | 438 | +104 | 1 | 81 | 83 | + 2 | 416 | 520 | +104 |
| 2 | 66 | 63 | - 3 | 243 | 256 | + 13 | 2 | 26 | 40 | +14 | 182 | 234 | + 52 |
| 3 | 38 | 43 | + 5 | 303 | 256 | - 47 | 3 | 56 | 65 | + 9 | 195 | 377 | +182 |
| 4 | 62 | 65 | + 3 | 234 | 286 | + 52 | 4 | 51 | 52 | + 1 | 338 | 412 | + 74 |
| 5 | 68 | 81 | +13 | 264 | 273 | + 9 | 5 | 57 | 58 | - 9 | 277 | 507 | +230 |
| 6 | 64 | 58 | - 6 | 273 | 316 | + 43 | 6 | 80 | 87 | + 7 | 377 | 485 | +108 |
| 7 | 61 | 60 | - 1 | 208 | 247 | + 39 | 7 | 64 | 62 | - 2 | 182 | 295 | +110 |
| 8 | 44 | 60 | +16 | 247 | 290 | + 43 | 8 | 61 | 53 | - 8 | 212 | 446 | +234 |
| 9 | 52 | 58 | + 6 | 295 | 251 | - 44 | 9 | 66 | 59 | - 7 | 355 | 368 | + 13 |
| 10 | 55 | 59 | + 4 | 325 | 494 | +169 | 10 | 41 | 47 | + 6 | 264 | 563 | +299 |
| 11 | 56 | 67 | +11 | 260 | 286 | + 26 | 11 | 58 | 66 | + 8 | 260 | 325 | + 65 |
| $\bar{X}_D$ | | | 4.82 | | | 37.00 | $\bar{X}_D$ | | | 1.91 | | | 211.73 |
| S.D. | | | 6.89 | | | 61.08 | S.D. | | | 7.67 | | | 89.79 |

Comparing rate scores: $t = 5.43$; $p < .05$; Null is rejected.

Comparing total scores: $t = .94$; $p > .05$; Null is not rejected.

It can be seen that the scores improved for the control group even though those students had no formal reading instruction at all. Furthermore, while the gain in reading rate for the Core students has significance when compared to the gain in rate of the control group students, the gain in the Core students' "total" scores does not have significance, and in fact is smaller than for the control group students. Again, rate gain alone is not indicative of appreciably improved reading, and the fourth hypothesis must be rejected. These comparative results point the way for further on-campus research and raise, once again, the question of the efficacy of formal reading instruction and standardized reading tests at the college level.[38]

The fifth hypothesis was that Core students' improvement on the Department's composition test would be significantly greater than the improvement made by control group students. Table 5 compares the performance of the two groups. (Recall that the first set of scores is the number right out of twenty items dealing with sentence structure, and that the other scores indicate improve-

[38]For a recent and effective attack on reading testing and reading instruction at the community college, see Thomas J. Farrell, "Reading in the Community College," College English 37 (September 1975): 40-46.

TABLE 5

CORE AND CONTROL GROUP PERFORMANCE ON THE DEPARTMENT COMPOSITION TEST COMPARED

| Control Group | | | | Core Group | | | |
|---|---|---|---|---|---|---|---|
| Student | $X_B$ | $X_E$ | $X_D$ | Student | $X_B$ | $X_E$ | $X_D$ |
| 1 | 20 | 20 | 0 | 1 | 16 | 20 | + 4 |
| 2 | 18 | 20 | + 2 | 2 | 18 | 18 | 0 |
| 3 | 14 | 20 | + 6 | 3 | 20 | 19 | - 1 |
| 4 | 13 | 17 | + 4 | 4 | 13 | 16 | + 3 |
| 5 | 19 | 20 | + 1 | 5 | -- | (17) | -- |
| 6 | 18 | 18 | 0 | 6 | 13 | 16 | + 3 |
| 7 | 14 | 16 | + 2 | 7 | 20 | 19 | - 1 |
| 8 | 16 | 19 | + 3 | 8 | 13 | 17 | + 4 |
| 9 | 20 | 20 | 0 | 9 | 18 | 20 | 0 |
| 10 | 14 | 14 | 0 | 10 | 11 | 19 | + 8 |
| 11 | 17 | 18 | + 1 | 11 | 18 | 18 | 0 |
| $\bar{X}$ | 16.64 | 18.36 | +1.73 | $\bar{X}$ | 15.64 | 17.71 | +2.07 |

Core and Control Scores Compared: $t = .36$; $p > .05$;
Null is <u>not</u> rejected

MEAN IMPROVEMENT ON ESSAYS*

| | Narrative/Descriptive | Expository | Argument. |
|---|---|---|---|
| Core | 1.67 | 1.73 | 1.60 |
| Control | 1.00 | 1.56 | 1.22 |

* 0 = no improvement 1 = some improvement
2 = considerable improvement

ment on three pairs of essays.) It can be seen that the difference in improvement for the first twenty items (+2.07 for the Core students compared to +1.73 for the control group) is not significant. Similarly, both groups appeared to improve about the same amount in essay writing, according to teacher evaluation. The fifth hypothesis, therefore, must be rejected.

C. Retention

The sixth hypothesis was that the percentage of students who remained to complete the Core Program would be higher than the percentage of students who remained to complete regular remedial classes in the Spring Semesters of 1973, '74, and '75. Of the twenty students who began the Core Program, five dropped out, and fifteen remained throughout the semester and took the final tests. Of those fifteen, three received grades of Incomplete in English 100 and must make up some assignments, and one received an Incomplate in English 85 and must make up some assignments. For purposes of comparison, all fifteen were considered to have "finished" the program, since they participated fully and it is presumed the incomplete work will be completed. This retention rate compares with that for remedial students over the past three spring semesters

as follows: (Fall data are unavailable.)

TABLE 6

CORE STUDENT RETENTION COMPARED TO REMEDIAL STUDENTS, 1973-75

| | | Began | Completed | % Completed |
|---|---|---|---|---|
| Remedial Students: | 1973 | 989 | 614 | 62 |
| | 1974 | 641 | 341 | 53 |
| | 1975 | 654 | 331 | 53 |
| | Total: | 2,284 | 1,286 | 56 |
| Core Students | | 20 | 15 | 75 |

Comparing the mean retention of 56 per cent with the Core retention of 75 per cent, using the binomial formula--

$$\frac{\hat{P}_1 - \hat{P}_2}{\frac{\hat{P}_1 \hat{Q}_1}{N_1} + \frac{\hat{P}_2 \hat{Q}_2}{N_2}} = 1.95 \qquad p > .05$$

It is revealed that the superior retention rate of the Core Program is significant at the .05 level. Null is rejected; the sixth hypothesis is accepted.

D. Critical Reading and Composition

Research Question One asked if the Core students would be able to demonstrate the ability to discuss critically book-length works of fiction and non-fiction, relating their reading experience to their work in composition and their insights in the guidance sections. Research Question Two asked if they would become more competent writers as evidenced not only by the composition tests (already discussed) but also by their written work throughout the semester. These two kinds of language skills, critical reading and composition, intersect when one writes about a given reading experience. Thus student essays about the two assigned books reflect growth in both areas. Those essays along with the "Core Essays," are appended, and together demonstrate that most of the students achieved a fair degree of sophistication in their reading and writing.

It would be useful to illustrate the kinds of growth that occurred by looking at some writing of one student. (This is intended as an illustrative example, not a

typical one). Student #3 entered the program with unimpressive reading scores (Table 1, page 55 indicates she was reading at the 9th percentile). Her composition score indicated awareness of grammatical structures (see Table 3, p. 58) but the writing was fairly vague and flat.

Each week the students were asked to write a one-page paper about the readings. They were asked to begin with a general statement and to conclude with specific references to the assigned chapters for that week. An early Student #3 paper is reprinted below as written, without corrections by the instructor:

> I feel Martha will influence a spiritual awaking in Mark. It has all ready been expressed she is a kind warm hearted woman but it seems their will be more meaning to Martha and her behavior then the obvious.
>
> On page 41, at the bottom of the page, Mark has accepted the toque that Martha made for him. It then says Mark senses that somehow she will mean much to him. Someone who has the generous qualities of Martha is sure to mean & help Mark, a lot!
>
> This book to me has some very meaningful events in it which can be related to my daily existence. The book really has a message. I enjoy reading it mainly because of it's simplicity and the uniquiness of the Indian People.

In terms of composition, Student #3 has an adequate grasp

of sentence structure as was earlier indicated by the pre-test composition score of 20 out of 20. There are a few spelling errors but they are inconsequential compared to the fact that she seems unable to develop her idea. She attempts to do so in the second paragraph by citing a page, but a close look reveals that the initial concept is merely restated rather than developed. If one looks at the use of the word "meaning" the problem becomes clear: "their will be more meaning to Martha ....Martha is sure to mean and help Mark, a lot....This book to me has some very meaningful events....The book really has a message [meaning]."

In terms of reading, the essay reveals that Student #3 is capable of insight--she accurately predicts the role the old Indian woman plays in the life of the young vicar. But the source of the insight is apparently unclear to her. Or rather, the precise nature of the connection between the literal presentation of characters and events and the implied themes is undeveloped.

Obviously what has been described are two manifestations of the same problem: difficulty relating the abstract to the concrete. This ability, so central to any kind of sophisticated conceptualization, was systematically taught in both English courses, in the context of either reading or writing.

Here is another one-page paper by Student #3,

written mid-way through the semester:

> "Was Mark part of the Problem?" When this question was asked I immediately said "no!" Mark was portrayed in such a sentimental fashion, I couldn't help but like him. But, after finishing the last chapter of the book I changed my mind.
>
> Throughout the book Mark brought the Village many good things. But these things were centered around the White mans Christian Religion and beliefs. Christianity was all Mark could give, for it was all he ever actually knew. Mark kept giving of himself and the more he gave the closer he brought the Indians to the White Mans ways.
>
> On page 154, the author focuses on Mark as an enemy. The second paragraph reads, "and the gods that lived on Noisy Mountain saw the enemy coming down the river and sent a huge slide to destroy it," so back to your question "Was Mark part of the problem?" Yes, I feel that he was.

Here the relationship of insight to literal level is clear to Student #3; she has apparently improved her critical reading. That confidence is reflected in improved writing. Now the paper has a logical shape: she begins with a question, mentions why she has changed her mind about it, and then develops an answer. A close reading reveals that the second paragraph is more concrete than the first, the third more concrete than the second. She saves her best argument to the last, using a very appropriate quotation and ending, logically, with a concise "yes" in answer to the question she asked at the beginning.

This discussion concludes with Student #3's final critical reading essay. In this longer and more formal

effort, a sophistication and confidence not evident in her first work emerges clearly:

> It's odd how two characters not living the same types of lifes or, even odder, not even in the same book, can possess such a great number of similarities as Maya from, I KNOW WHY THE CAGED BIRD SINGS, and Jim from, I HEARD THE OWL CALL MY NAME, do. All of us have had incidents occur during our existence that resembled another persons, but Jim and Maya have a unique connection. Both of them lived at a time when their culture was involved in an inevitable and critical change, something each had to come to terms with and adjust to. I feel it is true that the pains of hardships that both Jim and Maya experienced, enabled them to grow stronger, giving them strength to deal with the ominous circumstances surrounding their exhaughted worlds.
>
> During Maya's childhood she was exposed to the degrading, humiliating pain of prejudice. She grew up during a time when the condemnation of her people's heritage was a concrete reality, causing the biased feelings between blacks and whites to be solidly fixed. On page 113, Maya mentions the worlds unfair discriminating outlook towards blacks. She was listening to a heavyweight fight on the radio. A white man, Carnera, and a black man, Joe Louis, were fighting for the championship of the world. Maya was thinking, if Joe won he would show the world the black peoples strength, but, if he lost, "It would all be true, the accusations that we were lower types of human beings. Only a little higher than the apes."
>
> It was obvious to young Maya that this sorrowful situation had to come to an end. The desire to help liberate and unharness her people changed from a child's yearning to an adult's stubborn ambition. Maya put her determination to work and helped influence and hasten the pace of liberty for her people, so they could rightfully be considered human beings. An example of her triumph occured on page 229, when Maya became the first negro hired on the San Francisco streetcars, a glorious achievement considering the harsh times she lived in.
>
> Maya was fortunate to be a part of the black peoples positive evolution towards justice. She helped in the process of delivering her people

closer to what was all ready rightfully theirs, the freedom to be themselves.

Jim's transition was much more intense and not nearly as positive as Maya's. Maya was saying hello to her heritage while Jim was saying good-bye.

At a snail's pace, cultural death was erasing the cherished myths and wisdom of Jim's tribe, the Tsawataineuk Indians. Jim became chief of the Village just as it was taking it's last few desperate breaths of existence. On page 73, there is a reference to this sad occurence, "They were larger then themselves. They belonged to the great and small hegiras of the self-exiles of this earch, clinging fiercely to a way that it almost gone, as the last leaves fall at last gently and with great pride."

The horrible task of helping the Tsawataineuk Indians prepare themselves for life in the fast, indifferent city was Jim's. He would have to aid his people and show them how to adjust and accept the decaying of their village. He does so by adapting himself to the unavoidable changes taking place around him. On page 157, Jim is telling Keetah, his future bride, how they shall gradually get used to leaving their cherished villege, "Each year I will take you out and show you the big world, because Mark said when the village is gone, we too must be able to walk across the bridge."

Jim's acceptance of Mark, who was an element of the white man's culture, and his acceptance of his advice, began the change from the Indian village to the White man's cities. In beginning this journey, Jim sets a pursuable path for the people of his tribe to follow.

On page 159, I HEARD THE OWL CALL MY NAME, there is a statement that I feel sums up both Jim and Maya perfectly: "Past the village flowed the river, like time, like life itself, waiting for the swimmer to come again on his way to the climax of his adventurous life, and to the end for which he had been made." They too, like the swimmer, learned to flow with the river, sometimes struggling, sometimes drifting peacefully, but always sensitive and able to adjust to the changing currents in their lives.

Again, Student #3's experience is not typical; some students demonstrated less improvement, others as much or more. Improvement for most was dramatic enough, however, to warrant affirmative answers to Research Questions Two and Three.

E. Student Perceptions of Themselves and the Program

The third research question asked if the Core students would become more confident in their ability to express themselves and prepare collegiate work. Evidence that this did happen came from the students themselves, most of whom testified often to their increased confidence. It was expressed in writing in the Core Essays, which are appended. In the essays the students were asked to synthesize the things they were learning in the Core classes and relate them to their own personal and academic lives. A look at those essays reveals that confidence gained was the single most dramatic result of participation in the program, according to the students. Accordingly the answer to Research Question Three is affirmative.

The Core Essays also show the students' perception of the program. Another indicator of students' perceptions is their responses to three items presented about two-thirds of the way through the semester. The items and all the responses are presented here:

## Responses to the Core Program Questionnaire

1. The best things about being in the core program are:

The sense of responsibility and commitment.
Achieving a higher degree of learning and ability.
Setting up personal and educational values and priorities.
Communication: learning others viewpoints.
Orientation.
Receiving 9 credits.
Gets you prepared for other classes
Helps people who may be slow readers and learners.
Helps you to be stern and truthful.
Reading.
Writing.
Spelling.
I feel special, like I'm not just "another student" but a student with teachers who care.
I get more individual attention.
I like setting my own goals and working at a pace that is comfortable for me.
Getting used to being back in school.
Extra help from having the aid in class.
Being in a guidance class.
The teachers have been super (very effective).
I'm really learning some basic skills-or at least making improvement.
The interaction and sharing of ideas, values, etc. among the members of the class.
It has prepared me with the basic skills so that now I can continue with my college program next semester.
Credit toward basic education requirements.
Guidance.
A chance to explore possibilities.
Makes me feel relaxed, learning about my fellow students and teachers.
It achieves better communication with both teachers and students.
Most important, it motivates students.

2. The worst things about being in the core program are:

Slow to get started and comfortable in core program.
Could have dealt longer with study skills and better learning habits.
Could have spent classtime for valuable class discussion on various areas of novels, workbooks, general problems and concerns.
I do not find any thing evil or bad in communicating different view points.
I have not found orientation harmful or unpleasant.

2. (continued)

The only unpleasant day was the day Paul was besieged. I am a firm believer in Matthew 18: 15 & 16.
Outrageous demands for vocabulary words.
For me-seeing the same people everyday and yet, at the same time I guess its actually good for me to try harder to get along with people.
Could use another aide to check our answers and help with the P.I.G. book.
Have the requirements for class grades known by the 4th week in school.
Have help available at COIL.
Tell all that has to be bought for the class at the beginning of the course.
The time goes by too fast in class.
I had to buy a lot of books.
There isn't enough time (class time).
The fact that I can't work on handwriting skills.
Not sticking to the programs presented.
The program expects too much and toward the end gets too fast.
Organize and prepare a semester plan of subject matter for instruction prior to the beginning of class in order to prevent confusion.
Provide trained tutors.
Adapt subject matter according to comprehention level.
Budget the subject matter within the ability of the students.

3. Other Comments

If one need correction, and we all do at times, it is more kind and effect to take the student aside. If he still continues to be offensive then the head of core with all participants should discuss the problem with him. After having done this and still no effort on the part of the offender, he should be dropped from the core program.
I feel we should have an answer book for P.I.G. or better yet, the answers in the back of the book. I feel we are mature enough not to copy answers from the book. We came to SRJC to learn, not to cheat ourselves.
I wish that there was more time to cover the material you have planned for us. For example, in Dick's class I don't feel I will get all I could out of the essays because time is running short.
The room needs a pencil sharpener.
Work more on specific areas with the whole course one at a time.

3. Other Comments (continued)

In other words, one area at a time in all four classes. It also would be more effective because there wouldn't be so much to grasp at once.
Thus I believe we would learn more, but much better. and overall quicker without such an end rush.
The teacher and students should be objective and fair with all students regardless of age or sex. (Guidance 64)
The teacher should follow a day to day schedule of subject matter so as not to fall behind and then have to cram towards the end of the year to catch up.
The teacher should respect the personal and family obligations of students during official holidays and vacations by not scheduling or demanding specific work. The student should use this time for study at his own discretion.
The Guidance course should be programed and staffed with trained tutors to coordinate their activities with the pace to the english classes. The success of the program is directly related to the number of students who drop out.

Happily, most of the positive comments are supportive of the basic concept and the long-run value of the experience. Most of the negative comments deal with matters of course logistics and other problems directly attributable to the fact that this was the first semester of a new program. It is hoped that most of them are being solved as the program continues in its second semester.

## VI. CONCLUSIONS AND RECOMMENDATIONS

This chapter includes a summary of the results previously described, some general conclusions, a series of recommendations for improving upon the Core program, and a brief statement about the institutional response to the project.

### A. Summary of Results

1. Hypothesis One: Core Students will significantly improve their scores on the Diagnostic Reading Test after participating in the program. REJECTED. (As discussed earlier, rate increases in this instance are not considered evidence of improved reading.)

2. Hypothesis Two: Core Students will significantly improve their scores on the reading tests in Gilbert's The Turning Point in Reading after participating in the program. ACCEPTED.

3. Hypothesis Three: Core Students will significantly improve their scores and performance on the Department composition test. ACCEPTED.

4. Hypothesis Four: Core students will improve to a significantly greater extent on the Diagnostic Reading Test than roughly comparable students who are not in the Core Program. REJECTED.

5. Hypothesis Five: Core Students will improve to a significantly greater extent on the Department composition test than roughly comparable students who are not in the Core Program. REJECTED.

6. Hypothesis Six: The percentage of students who remain to complete the Core Program will be higher than the percentage of students who remained to complete non-Core English remedial classes in the Spring Semesters of 1973, '74, and '75. ACCEPTED.

7. Research Question One: Do the Core students demonstrate the ability to discuss critically book-length works of fiction and non-fiction, relating their reading experience to their work in composition and their insights in the guidance sections? In-class observations and analysis of the book comparison essays and the Core Essays, (both appended) suggest an AFFIRMATIVE answer.

8. Research Question Two: Do the students become more competent writers as evidenced by pre- and post- composition tests and written work throughout the semester, in terms of the criteria established? Again, analysis of the essays and results on the tests indicate an AFFIRMATIVE answer.

9. Research Question Three: Do the Core students become more confident in their ability to express themselves and prepare collegiate work? The Core Essays and the students perceptions as reported in the questionnaire discussed above suggest an AFFIRMATIVE answer. This is corroborated by teacher observation.

It is concluded that the prgram did result in significant improvement in language skills. Moreover, the students found the program to be an important supportive service, allowing them to explore their values and academic strengths and weaknesses in a friendly atmosphere. However, there is no hard evidence to support the claim that Core students improved their language skills faster or more effectively than students who did not enroll in the program. And the positive response to the program may have been due to a "Hawthorne" effect, by which students responded to the special attention they were receiving in a novel situation.

B. Discussion and Recommendations

1. The Core Program should continue. Both measurable indicators and the positive response of students and staff warrant the continuation of the Core Program for at least the next few semesters. Also, time is needed to provide a more thorough evaluation of its strengths and weaknesses.

2. Better methods of publicizing the program must be developed and implemented. For a number of reasons, including the fact that the program was brand new, many counselors and faculty advisors were misinformed about the program and its aims. This was particularly exasperating in view of the fact that the Counseling Department was integrally involved in the program. Moreover, a confusing registration procedure undoubtedly discouraged many potential students. The result was a much smaller number of students enrolled than was anticipated. Many of the students who did enroll heard about the program only by chance, and one even reported being discouraged from enrolling by her counselor, though she was ideal for the program. It is hoped that the campus community is now better informed, but adequate publicity is a constant need as the college continues to grow. Brochures, posters, written reports, and informal talks all are important. The message must also be taken to the high schools through the Counseling Department.

3. Certain modifications in the program are needed. Many students complained because the "contract" for grades in the reading course was not presented until well into the semester. They also complained that too much work in the composition section was presented late in the course. Both of these problems are easily solved.

4. A better design for comparative evaluation must be found. As mentioned before, the use of the Diagnostic Reading Test as a way of comparing the Core and control group reading ability proved highly unsatisfactory, since both groups scored in the low percentiles where the test is relatively unreliable. It is debatable whether any standardized test can accurately measure success over one semester in a skill as complex as reading. The composition test used does not even claim objectivity and is therefore an unreliable measure as well.

Perhaps the best measures of the program's success are longitudinal. Core students should be followed after they leave the program and compared to other students with similar academic characteristics in terms of grades in subsequent courses, rate of completion of various vocational or academic programs, and other, traditional indicators of academic success.

5. More ways of integrating the courses need to be developed. Earlier a distinction was made between multi- and interdisciplinary programs, the latter attempting to

demonstrate relationships among the disciplines involved. While the theoretical connections were clear in the minds of the instructors, and occasionally mentioned in class discussions, few systematic attempts to demonstrate these connections were made. Two such attempts come to mind: the essays comparing the two books in the reading course and the Core essays, in which students were to relate the program to their own lives.

Several other possibilities should be explored. Selections from the readings could be used as composition models in the writing classes: the discussions of values in the guidance classes could touch directly on the value systems implicit in I Know Why the Caged Bird Sings and I Heard the Owl Call My Name; a library project could be developed, relating study skills to composition and reading. It is hoped that these or o ıer ideas are tried as the instructors gain experience in the program.

6. Other "Core Programs" should be contemplated. The novelty of the Core Program is not the courses, the instructors, or the objectives: it is the configuration, the shift in organization away from academic discipline and towards student characteristics or conceptual theme. Instructors should be invited to look at this program and consider experimenting with other configurations, perhaps involving mathematics, philosophy, social science, biology, and/or various vocational programs. Santa Rosa Junior

College remains organized by academic discipline--a model based on university organization--at a time when a small minority of its students transfer to a university. The students cannot be categorized by discipline, but by varying cultural, economic and academic backgrounds. "Core programs" can be strategies for cutting across disciplinary lines, not so as to destroy disciplines or departments, but so as to make them more responsive to the needs of the students.

C. Follow Up

The modifications and recommendations discussed here will be implemented in succeeding semesters of the program. Specifically, the institution is encouraging the continuation of the program, mentioning it as a positive innovation in a recent accreditation self-study and offering it support in the form of increased staffing for the guidance sections. Techniques for improving the publicity and internal modifications have already been developed for the second semester. The complex issues of comparative evaluation and of the development of other core programs continue to be discussed within the English Department, the Counseling Department, and--perhaps most importantly--in a new institution wide committee specially formed to pursue a campus-wide diagnostic clinic and

to explore the problems and possibilities of inter-disciplinary developmental programs.

In addition, this MARP Report will be presented to the Dean of Instruction, the head of the Counseling Department, and the current English Department Chairman and the English Department Remedial Coordinator. (The President of the College is one of the MARP readers.) An oral report based in large part on this report will be presented by the author to the Board of Trustees in June of 1976.

The new possibilities, the fresh approach, the sense of excitement attendant upon the creation of a new program, particularly one which crosses discipline and department lines--all of that energy brings with it confusion, misunderstanding, blunders, and other growing pains. Often in the first semester, the alternative to chaos was improvisation, no matter how careful the planning; yet both students and staff alike seemed to prosper, enjoying the Hawthorne effect. Has it been a success? As of this writing, the Core Program is a quarter of the way into the second semester, and already a number of students have volunteered thanks for being counseled into it. It is becoming apparent that student attitude towards our efforts are very much like they were last semester: positive, hopeful, and committed--a marked contrast to the

stereotype of the remedial students. More experience will reveal strengths and weaknesses in the program more clearly, but so long as this sprit remains, the author will remain convinced that the Core Program is a healthy step towards the goal of serving the "high risk" student well.

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# APPENDIX A

## Reading Essays

Reading Essay #1*

The desire to be accepted is the major theme that travels throughout both; I hear the owl call my name by Margaret Craven and I Know Why the Caged Bird Sings by Maya Angelou. Mark, in the first book, takes on challenge by going from a White culture to an Indian one to teach them Christian beliefs. Maya, in the second book is challenging the social pressure that the Whites have placed upon the Blacks in the U.S.

The first confrontation Mark encounters is when he realizes that he can't get the building supplies to a new vicarage to the village unless the natives helped him. To ask for help so soon after he arrives would have downgraded himself to the point that the Indians would think that they were being taken advantage of again by another white man. To show them his sincerity he suffered with them in their sorrows until they realized that he was there not to change them but to be part of them. The offer from the Indians helped pave the way for this understanding.

Maya starts taking a stand when she breaks Mrs. Cullinan's dishes because she called her "Mary" instead of her real name. This identity crisis in Maya's life initiates her to the prejudices which she is to overcome. Her ability to cope with problems is exemplified in the time she drives the car from Mexico to Calexico with no previous driving experience. The determination she shows then appears again when she decides to leave her father's house after a fight with Dolores and spends a month in the junkyard.

The acceptence of Mark as a person is consumated by Marta's reply to him when he tells her that he heard the owl call his name. She calls him "my son," instead of "Mark" or any other possibility. The religious beliefs that Mark brought are also accepted. The example for that statement is the change in the ending of the prayer that Marta says for Mark. Instead of closing with "the land of the owl," she says "the land of our Lord," thus showing that the two cultures can coexist together in harmony.

Maya's ultimate triumph in being accepted is when she recieves the job working as a conductorette on the streetcars. This was not only a personal battle, but a battle to break the wall of racial discrimination against Blacks.

*All student essays are reproduced exactly as written, without correction.

Reading Essay #2

These two novels are an example of what one can do by trying and believing in yourself.

I can compare these two novels because they both show us what people can do and accomplish by believing in them selves and trying with possitive additudes.

When Mark was introduced to the tribe he was rejected by them and fround upon. But even though, he suffered the consiquences and had the power to keep on trying to get accepted by the tribe. Mark tryed to do things and accomplish things that would help the tribe and he did. He got a new vicourage for the tribe and wanted to do things to help the tribe because he cared and wanted to help or he would have never have been accepted.

In a similar way Maya was like Mark. She also tryed very hard in order to keep her head together, she had a great deal of problems from the time she was a little girl until her late teenage years.

I said Maya had to try hard to keep her head together because I feel she did. I know if I was put in her place I would probley be all screwed up.

She had to go through so many mishaps and difficult times as the time she was raped, and also it must have been hard on Maya when she was being moved from place to place without the knowledge why she was really going.

It must have taken a whole lot of strength and self confedence for maya to recover her bad experiences like she did, especialy being a manority member in our worlds ranking.

Mark can really be compared to Maya when it comes to both of them being in a minority group because Mark became a minority when he went to live with the tribe. This is a big reason why he had so many problems comunicating with the tribe. Since Mark was foreign to the tribe, instead of being a member of the tribe it made it very diffcult for the tribes people to except him for what he was.

I can even relate to this because if I am with my friends and someone who I don't know trys to join us or starts butting his nose into our business, I will reject him write off the bat and won't him, the instruder to leave so we can go and have our fun and do as we please. If Mark and Maya were rejected in way that I have rejected people because of what they were, Then I can honestly see how difficult it was for them to break through and maintain and get what they did.

They Both must have had alot of strength and ambision within themselves.

Reading Essay #3

It's odd how two characters not living the same types of lifes or, even odder, not even in the same book, can possess such a great number of similarities as Maya from, I KNOW WHY THE CAGED BIRD SINGS, and Jim from, I HEARD THE OWL CALL MY NAME, do. All of us have had incidents occur during our existence that resembled another persons, but Jim and Maya have a unique connection. Both of them lived at a time when their culture was involved in an inevitable and critical change, something each had to come to terms with and adjust to. I feel it is true that the pains of hardships that both Jim and Maya experienced, enabled them to grow stronger, giving them strength to deal with the ominious circustances surrounding their exhaughted worlds.

During Maya's childhood she was exposed to the degrading, humiliating pain of prejudice. She grew up during a time when the condemnation of her people's heritage was a concrete reality, causing the biased feelings between blacks and whites to be solidly fixed. On page 110, Maya mentions the worlds unfair discriminating outlook towards blacks. She was listening to a heavyweight fight on the radio. A white man, Carnera, and a black man, Joe Louis, were fighting for the championship of the world. Maya was thinking, if Joe won he would show the world the black peoples strength, but, if he lost, "It would all be true, the accusations that we were lower types of human beings. Only a little higher than the apes."

It was obvious to young Maya that this sorrowful situation had to come to an end. The desire to help liberate and unharness her people changed from a child's yearning to an adult's stubborn ambition. Maya put her determination to work and helped influence and hasten the pace of liberty for her people, so they could rightfully be considered human beings. An example of her truimph occured on page 229, when Maya became the first negro hired on the San Francisco streetcars, a glorious achievement considering the harsh times she lived in.

Maya was fortunate to be a part of the black peoples positive evolution towards justice. She helped in the process of delivering her people closer to what was all ready rightfully theirs, the freedom to be themselves.

Jim's transition was much more intense and not nearly as positive as Maya's. Maya was saying hello to her heritage while Jim was saying good-bye.

Reading Essay #3 (Continued)

At a snail's pace, cultural death was erasing the cherished myths and wisdom of Jim's tribe, the Tsawataineuk Indians. Jim became chief of the Village just as it was taking it's last few desperate breaths of existence. On page 73, there is a reference to this sad occurence, "They were larger then themselves. They belonged to the great and small hegiras of the self-exiles of this earth, clinging fiercely to a way that is almost gone, as the last leaves fall at last gently and with great pride."

The horrible task of helping the Tsawataineuk Indians prepare themselves for life in the fast, indifferent city was Jim's. He would have to aid his people and show them how to adjust and accept the decaying of their village. He does so by adapting himself to the unaviodable changes taking place around him. On page 157, Jim is telling Keetah, his future bride, how they shall gradually get used to leaving their cherished village, "Each year I will take you out and show you the big world, because Mark said when the village is gone, we too must be able to walk across the bridge."

Jim's acceptance of Mark, who was an element of the white man's culture, and his acceptance of his advice, began the change from the Indian village to the White man's cities. In beginning this journey, Jim sets a pursuable path for the people of his tribe to follow.

On page 159, of, I HEARD THE OWL CALL MY NAME, there is a statement that I feel sums up both Jim and Maya perfectly: "Past the village flowed the river, like time, like life itself waiting for the swimmer to come again on his way to the climax of his adventurous life, and to the end for which he had been made." They too, like the swimmer, learned to flow with the river, sometimes struggling, sometimes drifting peacefully, but always sensitive and able to adjust to the changing currents in their lives.

Reading Essay #5

The two books, I Know Why the Caged Bird Sings and I Heard the Owl Call My Name explores the many problems of social integration. The dominant society prevents the minority cultures from attaining social equality due to the lack of appreciation and understanding of social and religious values.

Maya and Bailey benefit from the secure and warm home life created by Annie Henderson's grocery store in Stamps, Arkansas but they quickly recognize that the price of this security is acceptance of the "black place" in Southern rural society. They are confronted with a new set of frustrations in an attempt to integrate into the Northern urban society of San Francisco.

In the book, I Heard the Owl Call My Name in the characters of Mark, Jim and Gordon we see contrasting mobility and integration. Mark leaves the white society to learn from the Indian culture, while Gordon leaves the Indian tribe to join the white society. Jim on the hand, has successfully dealt with both cultures and chooses to maintain his place in the Indian culture.

Each of the characters suffer the indignities of social persecution that are based on lack of understanding. Annie Henderson is insulted when seeking emergency dental treatment for Maya from a local white dentist she had befriended earlier. Maya is rebuffed because of race when seeking employment with the Market Street Railway Company. Mark is viewed with suspicion by the Indians as they believe he will not be able to understand them and the ways of the village. Caleb has even cautioned Mark of how the eyes will be watching him and in time he will either be accepted or rejected. Keetah's family is disgraced because the white man used liquor to buy a priceless mask and the entire Kingcome village is ignored by the government teacher in the village and also the inconsiderate RCMP Constable who had no patience for the people.

Although their are basic similiarities in the underlying social problems, the difference in the cultural heritage of the Indians and the Blacks is important. The Indians had a well developed religious (mythical) belief which dictated to a large degree their social behavior. This is best exemplified by their traditional fishing ceremonies, burial ceremonies, totems, dance-potlatch etc.

By contrast the belief system of the Blacks is relatively new and was greatly influenced by their years of slavery and the white master. Their beliefs centered on divine salvation, fundamental worship and their heroes. Maya does not appear to have a strong belief system which accounts for her irresponsible, daring and aggressive behavior at times.

Reading Essay #5 (Continued)

In the personal growth of each character, Maya learns to accept herself as a black woman worthy of recognition, which gives her the courage and determination to rise above the social injustices which the Blacks of her day accepted as their lot in life. Mark in his growing relationship with the Indians gains an insight into the legends of the village and begins to understand and share the concerns of the Indians regarding the problems of a changing culture.

If we as the dominant society can learn to recognize and share the problems of social injustice, then we may be able to establish a mutual understanding and respect for minority cultures. A "bridge" between cultures would not only be a possibility but a probability.

Reading Essay #6

In comparing Mark Brian, a caucasion missionary priest in the novel I Heard The Owl Call My Name, with Maya Angelou, a black American woman in the novel I Know Why The Caged Bird Sings, one can see that their different additudes towards the Lord have shaped very different ways of life for each one of them.

Mark Brian has a one-to-one closeness with the Lord. Mark converses with the Lord daily as if the Lord was a companion to him on Earth. For example Marks housing courters had no plumbing the paper was hanging off the walls and was discolored and warped where the rain had entered. Mark replies "Oh Lord, what am I going to do about this vicarage".

Marks religious beliefs are self explanatory for his life revolved around the Lord. living solely for Him. His committment to the indian villiage expressed his love for the Lord. For example: He held out his hand to greet each by name, but first he spoke to himself and then to the Lord "Yes my Lord".

Marks life style was very religious throughout his life, his actions were always in close contact to religion. For example: Mark read a small and lovely prayer to the mother of the child that died. "Protect him all day long until the shadows lengthen and the evening comes." Another incident that was in connection with Marks religious acts were: "On the first Sunday morning after Mark tolled the church bell he stayed in the tiny vestry to await the church crowd."

In sharp contrast to Mark Brains closeness to the Lord, Maya Angelou's feelings concerning the Lord were nonpersonal. To Maya the Lord was an disrespected being. She held these feelings towards the Lord because of the false hope he had planted in the minds of her people and how these false hopes corrupted them into sitting back and leaving it up to the Lord to get them out of poverty. For example her people felt "In that great getting up morning," he was going to separate the sheep (the black) from the goats (the white people) which futher led her people to rely on him.

Year after year she would see her people waiting for that "Better Day" while all the while they still remained the poorest, lowest race. Futher more she observed that her people looked the same as they did before his help. For example "The mens faces were painful, shoulders drooping, half smiling with lint and dust in their hair, which gave them the appearance of people who had turned gray."

Reading Essay #6 (Continued)

Besides their different views of the Lord one will find it interesting to see this difference in their life styles. In the Lord Mark found himself. Marks main way of life centered around aiding the Lord in what ever manner feasible. For example: "No matter how great the distances one night a villiage boy was ill with a case of appendictis. The army ship was to far up the inlet. Nor could a bush plane land on the river at night. With these odds against him Mark took it upon himself and placed the boy in a canoe and brought him to the army ship". To Mark this was aiding the Lord by doing good for others. Mainly through the Lord and living each day of his life for him, was mark able to obtain the true spiritual meaning of life.

On the other hand Maya Angelou's disliking the Lord helped her attain a status above the blacks who remained in the south picking cotton generation after generation. Maya achived this throu her own motivation along with having pride in being a member of the negro race and futher more beliving in herself. Maya had enough of the job seeking and waiting room trips. She decided to ride the street car. Going to the back of the car she let out a yell that came from the top of her lungs,: "I WOULD BE A CONDUCTORETTE AND SLING A FULL MONEYCHANGER FROM MY BELT. I WOULD."

A month later she was hired as the first negro on the San Francisco street cars. Maya replies "Then on that blissful day I was hired as the first Negro on the San Francisco street cars." This was a gaint step for her and a gaint leap in the opening of better jobs she would undertake.

I strongly feel that Maya Angelou's life has more realistic value embeded in it. For the simple reason that it dealt with a heavy burden in life which was making it in this cold, unfriendly world or not. Further more, being black is one thing but also being a female in such a world was terribly difficult. Maya Angelou overcame that obstacle.

Both Mark Brian and Maya Angelou are interesting people. I feel that from their different lifestyles, it has given me a foresight in understanding that life is not all cherries and roses but is challenging and unfriendly.

Further more, even though the novel I Know Why the Caged Bird Sings is non-fiction, and I Heard the Owl Call My Name is fiction, together these novels give a young adult like myself a great sense of feelings along with a good knowledge of how the world is to other people, and other races.

Reading Essay #7

Because of the importance of the Bible and the Lord Jesus in my life, I found that the characters of Maya and Mark in these books was easy for me to associate with and understand. Maya, in I know Why the Caged Bird Sings, and Mark, in I Heard the Owl Call My Name, are influenced by the teachings of the Bible, and these teachings are an important factor in the development of their outlook on life.

In I Know Why the Caged Bird Sings, Maya's own good fortune "--made me want to lead a Christian life just to show God that I was grateful." her statement on page 17. Mayas belief in the Bible is shown when she writes on page 19 that "of all the needs (there are none imaginary) a lonely child has, the one that must be satisfied, if there is going to be ahope and a hope of wholeness, is the unshaking need for an unshakable God."

Maya says that her favorite book in the Bible is Deuteronomy (the book of law). Her belief in the Bible is shown as very real when she writes on page 31, "The laws were so absolute, so clearly set down, that I knew if a person truly wanted to avoid hell and brimstone, and being roasted forever in the devils fire, all she had to do was memorize Deuteronomy and follow its teachings word by word." I think one of Maya's favorite verses might have been "You must love your God with all your strength, and all your mind. These words you must learn by heart, this charge of mine; you must impress them on your children." (DEUT 6: 4-6)

In Marks life as a priest and as a representative of the Christian faith to the Indian tribe in I Heard the Owl Call My Name, he was charged with the Great Commission, "--go and make disciples of all the nations, baptize them in the name of the Father, and the Son, and the Holy Spirit, and teach them to obey all the commands I have laid on you. And all the time I will be with you to the very end of the earth." (MATT 28: 19-20)

Mark's belief is well illustrated by his metaphor on page 47 that "The whole life of the swimmer is one of courage and adventure. All of it builds to the climax and the end. When the swimmer dies, he has spend himself completely for the end for which he was made, and this is not sadness. It is triumph." Marks committment to this belief is best illustrated on page 58 when Mark realizes that the Indian tribe are "the people of his hand and the sheep of his pasture," and how deep was his committment to them."

Reading Essay #7 (Continued)

The success of Mark among the indians as illustrated by his having "spent himself entirely for the end for which he was created" is shown on page 159 by Marta as she shispers the metaphor "walk straight on my son. Do not look back. Do not turn your head. You are going to the land of our Lord." Marks success in discipling the nations is also shown by this metaphor in that Marta says "the land of our Lord," and not "the land of the owl." Also on page 159, Old Peter is talking to Marks spirit and says "It is only old Peter, the carver, who waits here friend." Mark is able to show by the witness of his life to the indians that not all white men will come to destroy their culture, but rather that it is possible for God and nature to be compatible.

In the book Caged Bird, Mayas success in life is best illustrated by her becoming the first Negro to be hired by the Market Street Railway Company in San Francisco. This was in direct contrast of the statement on page 225 that "they don't accept colored people on the streetcars." I feel that her reaction to the birth of her illegitimate son is of a positive nature as illustrated by her statement on page 245, "I had a baby. He was beautiful and mine. Totally mine," and then "I had had help in the child's conception, but no one could deny that I had an immaculate pregnancy."

In conclusion, I would say that the religious attitudes of Mark and Maya are similar to my own. The success of Mark and Maya in their life is typified by the Judeo-Christian ethic that if you work hard and well, God will bless you.

Reading Essay #10

Many times I have read different stories without ever thinking about comparing them, but beyond any doubt (that is in my own mind) I believe these two books do have many things in common; I Know Why the Caged Bird Sings really showed how with courage and determination a life, no matter how deprived, can rise above all of the pitfalls. The same thing is seen I Heard the Owl Call My Name as Mark struggles to be accepted.

The stories about Maya and Mark take place in two very different surroundings; also their cultures are not the same; nevertheless their lives seem to be on a similar path. The story Maya is a new life born in the middle of a sea of trouble and heart aches, since having been abandoned by both parents, which forced Maya to be placed in her situation, not by her own choice, she must grow strong within herself. Also along with all the problems of maturing physically she has to be accepted by a culture that has long put her people down. Whereas Mark, mature, educated, and having known some of lifes comforts, has choosen, through the placement of a job, to be there. In Marks situation, he has to learn the language, feelings, and customs of people, of an entirely different culture, one that is slowly dying out, seeing Marks culture as the one responsible.

When the novels began both Maya and Mark had to travel, to get to the place where their stories would start. I refer to page four, paragraph three, when Maya was shipped, by her father, to his mothers home. On page ten, paragraph one, Mark is going up the coast of British Columbia; also on page twelve, paragraph three, Caleb tells Mark just because he is going to a remote parish not to worry about himself.

I feel a resemblance in the characters of Marta and Bailey. In comparing them, I found in many incidents Mark turned to Marta for guidence, as did Maya to Bailey. As I am thumbing through each book, I find one example were on page eighty-three, paragraph seven, Mark asked "Marta, what do we do now," just as on page ninty-two paragraph five, Maya writes "Then Bailey solved my dilema."

Both Maya and Mark have qualities and characteristics that could be called similar even though realistically they are different. One illustration would be that Mark was not very strong and wasn't able to do much heavy work, tiring easly; however I know that he was ill. Whereas, Maya was large for her age and didn't think of her self as very attractive. Even though these problems differ, it gives both of them a phsical problem to battle against.

Reading Essay #10 (Continued)

I feel, even though one of the books was fiction, I have a better understanding of two entirely different cultures, after studying them both so deeply.

Reading Essay #11

The very title of the novel "I Heard the Owl Call My Name" depicts a superstitious death myth. "The myths are the village" as stated on page 19 of the book by its author Margaret Craven. She writes "The village is the talking bird, the owl, who calls the name of the man who is going to die..." Mark seemed to associate himself with this myth for when the owl called his name it became an answer to his feeling that he did not have long to live. Maya, the protagonist of "I Know Why the Caged Bird Sings" writes of her struggles "Hadn't I always, but ever and ever, thought that life was just one great risk for the living." When dangerously coasting with death as she sped her drunken father down a steep mountain road in an emergency she wrote "The challenge was exhilerating." Maya met challenges with a furious rebellion. One feels she had become her own bomb-proof shelter while Mark had depended on Jim and the elders of the tribe to help him adjust to their culture. As we read these novels we are aware of distinct individuals whose characters have been molded to a great extent by early environment and education. Both deal with man's individual search for his identity in his struggle with life and death.

In these novels we find Maya living and moving in and out of two cultures whereas Mark was suddenly thrust within a culture not his own but which he felt a duty to make his own. Mark had been prepared from early childhood for his life work and his special training led him to know what to expect. Once Mark showed an interest in the Indian family structure, including its culture, he was accepted thus receiving the backing of the entire Indian tribe. Maya was repelled by the lack of culture of the poor white trash. She found it humiliating to work as a maid for the middle class white family who treated her with such indifference. Maya was seeking equality and she expected to be judged according to her individual worth. Maya writes "The fact that the adult American negro female emerges a formidable character is often met with amazement, distaste, and even beligerence. It is seldom accepted as an inevitable outcome of the struggle won by survivors and deserves respect if not enthusiastic acceptance." That Maya survived the indignities she suffered certainly does demand ones respect. Through all she experienced Maya was able to retain her identity becoming more beautifully black each step of the way.

In reading these two novels and in making comparisons I felt the Indian myths concerning life and death to be more consistent and in harmony than the Adam and Eve alegory of Marks culture. Maya was not befooled by the superstitious

holy rollers although they played a part in and throughout her autobiography. The mythopeic black culture stirred Maya to write "The depths had been icy and dark, but now a bright sun spoke to our souls. I was no longer a member of the proud graduating class of 1940; I was a proud member of the wonderful, beautiful Negro race." (pg. 156)

IT IS INTERESTING THAT WE NOW READ GREEK AND ROMAN MYTHS AS ALLEGORIES. MAN IS STILL IN SEARCH OF HIS TRUE IDENTITY. IT IS INTERESTING TO NOTE THAT HE IS GAINING DOMINION OVER THE PLANETS AND A BETTER UNDERSTANDING OF HIS UNITY WITH THE ONE MIND.

Reading Essay #14

Margaret, the principle character in "I know why the Cage Bird Sings," and Mark, the principle character in "I Heard the Owl Call my Name," are very different personalities, yet very similar in their ideals and purposes in life. They grew up in different settings, yet each posessed a strong love and consern for those around them.

Margaret did not have the same type of home environment or education as Mark. Margaret, due to the divorce of her parents, and her race, besides other personal injustices had to find for herself. Mark, on his part, had an education and his work was cut out for him. Margaret had to fight for equality and justice and Mark, once he was accepted by the Culture of the Indian's and became friends with them, he had it made.

Both loved challenge, and had concern for those around them, and wanted to be accepted.

Margaret faced a constant struggle to maintain her own identy. As a child while working for a white woman who tried to change Margaret's name to one that she prefere, Margaret did not like it. She reacted violently by upsetting the house rules, braking dishes, running out of the house and never returning.

Margarets' awarness of her consern and love for her people came at her graduation from High School when she sang the negro anthem. She had sung it out of habit and on this day, she understood the words for the first time. She felt pride and dignity and with tears of joy for belonging to the negro race.

Mark senced a feeling of suspicion and distrust by the Indians because of the white man's exploitation and maltreatment of them, but he dared not speak out or interfer in their tribal affairs. He chose to respect their beliefs and customs.

When the Indians offered to help him built a new church, Mark knew that he had been accepted by the Indians. He felt a great emotional surge of compassion and love for those people with whom he had lived and worked for so long while serving his God.

Both Margaret and Mark understood their people. Mark made the Indians very happy that he had become part of them by staying with them until death, becoming part of the village and their myth. Like Mark, Margaret was motivated with a strong disire to help her people, even now. She is still working towards selfimproving and determination by selecting those qualities of others which are more meaningfull and motivating.

Reading Essay #15

In I Know Why the Caged Bird Sings and I Heard the Owl Call My Name the protagonists, Maya and Mark grew from situations that forced them to make decisions. These decisions led them toward maturity and a greater ability to be accepted and to accept more honestly the people they encountered.

Mark's initial immaturity was displayed in his contact with Indian culture. Mark felt his background and position as vicar was superior to the Indians so he expected them to make friends with him. But he soon found he would have to prove himself to be accepted.

Mark was faced with a decision about his living situations. The vicarage was old and broken down; he could either work on the existing structure himself; or seek church money to build a whole new vicarage. He chose to remain in the existing structure and not to further alienate the Indians by flaunting wealth and station that he had not achieved by his own personality.

Maya also had to make her place in the world. Initially she was ambivalent about whether or not her people were equal or unequal to the rest of society. Throughout her life white people made accusations that blacks were inferior human beings. This constant reinforcement alienated her from the society and culture which she so strongly sought to be a part of.

Maya wanted to become a conductorette on a San Francisco streetcar. Maya and her mother knew that blacks weren't allowed as conductorettes on streetcars but when she realized how determined Maya was she told her, "there was nothing a person can't do, and there should be nothing a human being didn't care about." After many weeks of being rejected Maya's persistence at the streetcar depot Maya had made her breakthrough. Hard work and perserverence had won her self acceptence and the societies.

In seeing Maya and Mark in simular and dissimular situations one can see how people from different backgrounds can mature to simular places.

APPENDIX B

Core Essays

Core Essay #1

Being confronted with the thought of a higher education posed no threat to my mind. Long before the time I would have graduated from high school, I planned to go to college and get a degree.

Electronics interested me enough, so that when a representative from Bell & Howell called at our high school in March, I added my name to the list of potential applicants. Later that year he came to my house with another representative, and they proceeded to sell me the school. It sounded like a dream come true. They would help me find an apartment, job, give financial assistance and supply all the text books. They told me about the recreation room with 20 "two-bit" pool tables and a girls beauty college that was next door. Dances that were held, parties that were thrown; I swallowed that and asked for more. They told me there were four locations I could choose from. New York City, New York, which I immediately dismissed as being too far and too big. A school somewhere in Georgia, one in Chicago, Illinois, and one in Phoenix, Arizona. I had wanted to go to the one in Chicago, Illinois, but my mother reminded me about my allergies and so I decided on Phoenix.

When I got there it was the middle of registration. I was amazed at all the students. We were given name tags as we entered the building, and I felt out of place and very alone. I did not know it then but my lonliness was to continue all the while I was there. I was tested, classified, and put in a room to wait for my turn to talk to a counselor. Sitting in that room, I decided I did not like that school. I left after a semester and a half.

I worked for three years trying to get ahead, but my jobs held no challenge and my social life was in nil. I was in a rut and I wanted out. I found myself thinking about school more and more.

All the hassles I had in Phoenix crossed my mind as I filled out the application for Santa Rosa Junior College. I wondered if I would like the teachers and classes or would it be another disapointment. When I mailed the application back I had the feeling that this is what I should have done after I left high school. When my counseling appointment card came in the mail, I knew I was headed in the right direction.

Registration was easy and quick, practically painless, except for the fact that I only got one class that I originally wanted. I found I liked the feeling of being a student again. The people I talked to were friendly and easy going.

Core Essay #1 (Continued)

The contrast I experienced between the two schools reinforced my good thoughts of being there. Bell & Howell was tight and controlled; while at "J.C." freedom floats over the campass as freely as smiles appear on faces. The everyday work life has definately disappeared from the front of my mind. My occupation as a student is clearly more rewarding to me this time because I like it.

I had no idea which English class I was going to take. That was a weak spot in my education, so when I was presented with the opportunity to participate in the CORE Program I accepted. It sounded like a good way to start back in school. The help in English I needed; but guidence I was not too sure about. I thought I knew how to study; I just needed to apply it to what I was doing. I found my over-confidence shot down as the assignments grew in difficulty. In high school, typing my papers got me an A. Mistakes in writing style, organization of thoughts, and vocabulary were overlooked if the paper looked neat. After seeing assignments handed in on practically anything that has an open space to write on, I realized that typing couldn't help me. That awareness was only the tip of the iceberg.

CORE has helped me to get oriented to college life. I went through a transition period similar to the change Mark in I Heard the Owl Call My Name by Margaret Craven, and Maya went through in the book I Know Why the Caged Bird Sings by Maya Angelou. Mark went from an industrial oriented society to a primatively based one, and Maya went from a small, close community, to one where her presence was unknown to the general populus. I think my change was one from applying knowledge in the working world to seeking it on a learning one. Mark did not have the choice of change that Maya or I had, his decision was made by the Bishop. The personal developement in all the cases are the same. The positive results stemming from the metamorphosis I experienced in becomeing more aware in my goals have been compounded by the personal growth with-in.

At first I did not want to find out where my head was at. My personal developement was not a factor in my personality until I began to understand where I had been. Now that I am almost finished with the program, I realize that the Guidence class was a major part of it and I feel better about knowing myself. The amount of drive I have has not changed but I am accomplishing more because it is now being put to better use.

My major is in the process of changing due to the insight I have gained. Feeling I am not aggressive enough to work in advertising sales, I am looking at other branches of advertising, lay-outs in particular, having liked to be orderly and neat since I can remember.

I have come to the conclusion, the more understanding I have about myself, the more I can understand about other people.

Core Essay #2

I would like to start my paper with my senior year in high school.

All through the beginning of my senior year, I was very confused because I didn't have any idea what I wanted to do with my life. For months I thought about diffrent things I would like to do.

I came to a decision that I wanted to go to Phoenix Arizona to an electristion school.

I signed up for the school and payed a Fourty Five dollar Fee which was required. I thought I was sure that thats what I wanted until one of my high school teachers looked into the school. The teacher found out that the school wasn't all what it was cracked up to be. It would of cost me a great deal more money than they lead me to believe I then decided it would be best not to go to Phoenix.

I lost my Fourty Five dollars and was right back where I started again. I had a good job where I was, but I wanted more than just a good job. Since there were no real oppertunities for a young person in the small town I was from, I wanted and needed to get away from it.

In talking to some friends I discovered that a few of them had heard that Santa Rosa Junior College was a very good one. And they had decided to come to Santa Rosa Junior College. I talked to a couple of teachers and asked them what they felt about the SRJC and they told me it was a fine school. By this time I was getting a little frantic because it was getting late in the year so I enrolled in Santa Rosa Junior College. I didn't know what courses I wanted to take but I felt I could always decide on that later. One big problem I had was money. I new I wouldn't be able to come to school unless I got a job. I came to Santa Rosa for aobut Four or Five weekends in trying to find a job. With the help of my employer (at that time) I found a job in a Super Market. I was all set to go to college.

Most parents encourage their children to continue on to a further education past High school but my father was agenst me going to college. He was agenst it because I had a promising job where I was, and he wanted me to continue with it. Although my father was agenst me going, my mother did what I feel more parents should try to do. She wanted me to do what I thought would be best for me. That is a very important thing parent should try to do because we as young adults need to learn how to make decisions too.

Core Essay #2 (Continued)

In coming to Santa Rosa was a big step for me, since I come a town of 1500 people. As I came down for the orientation I got very nervouse because it was quite hard for me to find the college let alone the correct place at the correct time. Being new to the area I was all mixed up and confused. Every place looked the same. After finding my group, we went through the orientation. In doing so I had to make a schedule for my classes. I had no idea what classes I wanted to sign up for. I told the instructor that I needed some general education classes. I explained my educational weaknesses and she recommended the "core" program to me. After reading a pamplet on it, I decided to sign up for it.

After having taken the course I am greatful that I took it because it has made me relize what my real needs were of further education.

In my English classes I have learned that I new very little about how to write a paper. Also that I am a much slower reader than I would of ever thought. Now I have more possitive thinking about improving my basic skills. I have found out how important these skills are in your life. From the two novels "I heard the owl Call My name" and "I know Why the Caged bird Signs" I have learned that a person can do a great deal more than he would think possible of himself by just trying and not giving up.

In my Guidence classes I have learned more about myself. I have learned how to deal with people and problems with a more direct and effective way. I can now be more honest with people and tell them what I think instead of beating around the bush about it.

Most of all the core program has made me more aware of myself. It has prepared me for the future. Its hard to say in words how greatful I am to the fact that I have met a great group of people that I hope never to forget. I hope we stay in touch.

I feel the core program should definantly stay in the S.R.J.C. as an effective learning program.

I am now going to continue my education at Santa Rosa Junior College. I am now going to major in Bussness. A little bussness background never hurt anyone. I am still not possitive about what I want to be as a success in life but on the same token I'm not going to worry about it because I feel it will come in time. I hope to do alot of traveling before I ever settle down but only time will tell.

Core Essay #3

"Sara, you really should go back to school! I know you could handle it!" These were the encouraging words I heard from a concerned friend I worked with who knew I wasn't happy at my cashier's job in San Francisco, and wanted so badly to see me return to school. I began considering it in January, 1975, but found too many reasons to reinforce my excuses why I shouldn't. Consequently, I pushed my dreamy college goals aside and forgot about them for six months. When July rolled around, I still felt totally discontented with myself and my job. A stagnating pond would be an accurate description of my life. My activities consisted of a job I wasn't happy with, and nothing else. I was doing very little to enrich my mind. I knew, deep down inside, I needed to make a change, but the thought of even the slightest alternation in my lifestyle terrified me. Luckily, just at that time, the town of Petaluma was starting a Women's Center, which sounded kind of fun, so I went to the first meeting. Through the Women's Center I was fortunate enough to meet Wilma Singer, a person who eliminated my reasons and excuses for not returning to school and replaced my doubts with certainty. By the time Wilma and I finished talking, I was positive enrolling in school would be the best possible change I could make. Before I knew it, I had quit my boring job, signed up for orientation, and the transition from working girl to school girl had begun.

At the orientation my counselor was Doris, and, being the wonderful, sensitive counselor that she is, she knew exactly what I needed and sent me heading straight for the Core Program. I had been unimpressive in elementary school, junior high and high school, and really wanted to get a good start in college, one that would enable me to complete my education. Core seemed to be exactly what I had been searching for. I signed up.

During the first week of school, my stubborn insecurities clung tightly to me. Then gradually, through the practical experiences in Core, they began to fall away. I knew within a month after school started that I would make it in college and everything was going to be all right. I attribute the beginning of my growing self-assurance to the guidance excercise, (I believe it was the personal unfoldment excercise,) and the feedback I recieved from the other people involved. When I was told we each had to share parts of our lives with the other members of the class, my first thoughts were negative, "Oh no, I can't do that!" But when my turn came around, even though I was extremely nervous, a pleasant agreeable feeling came over me. As I talked, I realized what beauty there can be in sharing oneself with other people.

Core Essay #3 (Continued)

I have come to know and appreciate myself through the guidance classes, just as the characters in the books, I Heard the Owl Call My Name, and I Know Why the Caged Bird Sings, came to know and like themselves. And, I have developed a more mature, empathic feeling towards the people around me.

John and Doris helped me realize the importance of recognizing my values. There are so many varying points of views, responses, and opinions coming from different people, but the important thing for me to know is how I, myself, feel. By getting in touch with my values, I can now respond more efficiently and feel better about my convictions. An amiable change has also occurred in my attitude. I have attained a long strived for goal, that of acceptance towards myself and other people. I now know I can still get along with other people and like them even if they don't feel or think the same way I do.

The whole experience of Core has been exceedingly beneficial. I noticed, by comparing my earlier work with my later work, that my reasoning abilities have improved tremendously as a result of English 85. When I entered the Core Program, my reading skills were not very good. But now, after I finish reading something, the information I retain is much greater then the amount of information I could remember when I first entered the course. I feel my increased knowledge of words has a lot to do with my reading improvement. In English 85, I also learned how to react on paper. I have obtained some valuable writing techniques from Ed that I'm sure will help me get my point across to the reader in a more effective, clearly stated manner.

English 100 did a lot for building my confidence in myself and my writing. When I first began to write the essays I didn't feel too comfortable about expressing my thoughts on paper; they seemed so rough and uneven to me. The booklets we used in class, Reporting Exposition and Argumentation, and, Portable Instructional Grammar, (Pig), helped me even out and organize my compositions. The positive comments Dick wrote on my finished assignments inspired me and helped me to relax so I could voice myself more freely in my essays. I now am completely absorbed in what I'm writing and have a lot of fun while doing it.

The entire Core Program has assisted me in so many ways! The combined classes helped me to realize my ultimate goal in college: to learn as much as I can about creative writing so, hopefully, someday, I can become a writer. And, even if I don't reach that goal, I know whatever I do will be enjoyed to it's fullest because of all the worthwhile things I learned from John, Ed, Doris, Dick, Janet and all the students in the Core Program.

Core Essay #5

I was born in Oklahoma City and grew up there as the third oldest in a family of four children. I finished high school in 1945 without achieving any academic distinctions. I did however, receive awards for musical achievement and competitive tennis. I played violin in the school orchestra, sang in the school choir and chorus, was a member of the girls vocal trio and won the singles tennis title at the state tournament for three consecutive years. After graduation I tried a short stint in college, but English and Speech soon defeated me. Oh how I could have used Core then. I don't think I would be the first person to admit that motivation is a very important factor in achieving your goals, and I doubt I had much of it at age 17. Soon after this experience of attempting college, I took a business course, worked five years and met and married my husband Harold, an engineer.

I have been married 25 years to the same man, and have been busy for 22 years raising a family of one son and two daughters. These past 22 years have been busy years, but rewarding ones for me. I still have found time to pursue some hobbies, such as sewing and knitting, bread baking, gardening and bird watching. As a family we enjoy many activities together; hiking, camping, canoeing, bicycling, ice skating, swimming, beachcombing and we are a tennis playing family also. Through the years I have sung in church choirs, taught Sunday school, took my turn as a cub scout and girl scout leader, also as a 4-H project leader, and have done volunteer work in the public school libraries, class rooms and clothing banks. Any spare time I have had through the years, I have used in playing the game of tennis, the sport I first learned at the age of 10. A chronic tendonitis condition of the right arm has suddenly put a stop to the fun and games.

We have lived in several states; Illinois, Colorado, Nebraska, New Mexico, and now California since fall 1972. We also had a 3 year living abroad experience in Pakistan in the 1960's.

Since I can't play tennis anymore, I was going to take that time to become involved in a one to one English language teaching program in the adult Spanish speaking community of Windsor this fall, when I had a change of plans. Instead, I decided now was the time to do something for "me". After all these years of serving others, and putting my own needs aside, that old quest for knowledge re-entered my mind. Since learning is really a life time process, I felt I had really neglected too long taking positive action to return to the academic world. After an introduction to classes at the

Core Essay #5 (Continued)

evening college the past two years, I was determined and also prodded by family to enroll in daytime classes and become a full-time student. My timing couldn't have been better, because my re-entry coincided with the introduction of the Core program on campus this fall. This program offered just what I needed, the basic skills, to prepare for the college envoroment. Here I was, a 48 year old woman returning to school and uncertain to what courses I should take. I only knew I would need to be self-supporting if something happened to my husband and that I wanted to be better informed on social conditions and to be able to better understand people.

The Guidance class helped me develop the self confidence I needed and to reinforce my personal values. The instruction we received on study skills and our need to recognize what our priorities were, has proved invaluable. I have developed a new self-awareness and attitude which has enabled me to accept the responsibility and commitment to succeed in my future studies at Santa Rosa Junior College.

I have always liked challenges, but at first English 85 and English 100 presented more challenge than I anticipated. Would I ever be able to achieve a reasonable reading rate and master the expected vocabulary? Would I be able to learn PIG and how to construct an essay? At the same time I had to keep reminding myself that I had been out of school for 30 years and these weren't impossible tasks, if one is willing to apply the time and effort.

Maya must have felt apprehensive in her first attempt in acquiring a job with the Market Street Railway Company. She could have felt defeated but instead she came back more determined than ever to achieve her goals. Mark was unsure of himself, when he first arrived at Kingcome village. He found that applying the time and effort to understand the Indian customs eventually led to his acceptance by the elders of the village.

My involvement in the Core program has been very rewarding. I have benefited from the intensive reading with comprehension practice and learning the principles in organizing an essay. The class discussions we have had on understanding the novel and the new approach to learning grammar has been very worthwhile. I now see the real connection between reading and writing. The characters in the assigned books, I Know Why the Caged Bird Sings and I Heard the Owl Call My Name really came alive.

Core Essay #5 (Continued)

I was able to adapt to my new enviroment after the initial week of finding my way around on campus, getting to classes on time and discovering that I would be accepted by the younger students. I have even made some good friendships.

I feel more confident now that I can pursue ether courses this next semester, because of my experiences in the Core program. I attribute this to the effective team teaching approach in implementing the program. I have felt good in knowing the teachers in the program. I think they showed a genuine interest and concern that each student in the program would succeed. Although we started rather slowly and I felt unsure of just what was expected of me in the classes, the tempo soon increased to where I wondered if I could keep the pace. With determination and burning the midnight oil these past few weeks, I think I just might make it! Some place in the middle of all this concerted effort in winding things up, I'm going to complete my journal for Sociology and get my schedule in order for re-enrolling for the Spring semester. I will pick up English 1A in the fall, after I give my arm some rest. I plan to take Business Math, Biology, Psychology and possibly Sociology this next semester.

I'm glad I saw the bright yellow brochure in the Women's Center describing the Core program late last Summer, or I might have passed up a rewarding experience. Try it, you'll like it!

Core Essay #6

Originally I lived in Daly city. Two years ago during the beginning of my junior year my family decided to move to Santa Rosa. Adjusting to the move was hard for me. Leaving friends and teachers which were once a great part of my life suddingly were no longer there. I soon over came my depression period.

I attended Santa Rosa High school where I began makeing new friends. I became involved in Future Farmers of America, and enrolled in a nursing aide class at Sonoma County hospital were I became a volenter nurses aide. From the class and volenter working along with working last summer as a nurses aide, I decided that I would like to pursue a proffesion in the nurseing field.

I decided to attend Santa Rosa Junior College to further my eduction in the nursing field. This college is very well known for the RN program, which further influenced my intrest in attending college.

I decided to improve my basic skills to score better on the NLN tests. Which is required before entrance into the program.

The CORE program was suitable for improving these skills. Reading 85 dealt with improveing reading rate and comprehension of what you read. Volcabulary was strongly enforced, for it added in understanding what you read. The two novels which were read in the class were I Know Why The Caged Bird Sings by Maya Angelou which was non fiction, and I Heard The Owl Call My Name which was fiction by Margrette Craven. Thoug one novel was based on actual happenings and the other made up happenings, together gave me a forsight in understanding how the cold, unfriendly world is to other people and mainly to the Negro race. For many people in these world never stop to think what it is like being black, and trying to get a job, or mainly being excepted in the world. I felt what it was like my reading that book. On the other hand Mark Brain in I Heard The Owl Call My Name gave me a different view point in connection with life. Mark lived soley for the Lord, but learned what life really was threw the indian villiage. Without knowing it at first, the class soon saw that Mark was the indian downfall because he was bring in education from the white mans world, which gave me a greater knowelege of what it was doing to the indian race. Making the young in the village leave the simplicity of their life along with their traditional ways that their ancestors used centuis ago for the vast complex materialistic values of the outer white mans world. I enjoyed both novels very much. I can not judge one over the other for both taught me something.

Core Essay #6 (Continued)

The other section of the Core program was Guidance 60. Which dealt with importants of what you wanted from live, knowing yourself and really liking yourself, which is very important because one can not like someone else if they do not like themselfs. Learning to be yourself around people and being relaxed was another step in knowing yourself. John and Doris strongly stated that we should be able to say no to people and not feel quilty about saying it. John and Doris organized an activity which dealt with everyone in the class writing down what two activities did you do last week?, another question was if you ownly had two weeks to live what would you do, were would you go? My answer to that question was I would visit all my relatives and travel around the world play tennis, ride my horse and learn how to fly a plane. Many of these things I have always meant to do. I will do them if I had that amount of time left to live. The tenth question was the main one it wanted to know what our top goals in live were. The class hung them up so every one could read each others and comment on the paper what they felt was that persons goal. The activity gave me a feeling of knowing myself better and feeling good about it, secoindly I was able to be more relaxed about people, because it showed me that in reality other people are very much like me, they all want to be liked, loved and understood for who they are. That activeity clearly painted that out to me. Another activeity that we did was bring each member of the class a gift of happness, which was, a quality that you admired in that person. Whow! what a benfiting experience. It was like Valentines day only a hundred times better, the notes I received gave me a truly wonderful feeling to think that I was adimered by these people and liked and accepted for what I am and not what I thought I had to be. In this day and age mainly due to the way we are brought up, no one gives people compliments. How many times has a stranger smiled at you? somehow people always notice negitive characteristics about each other never possitive.

That is why that activeity was so rewarding for once something positive was said, and really meant. To bad people can't exercise this in every day life it would make people feel really good, and make the world a little better place to live in.

Another part in the guidance section that was valuable to me was the one that focused on good study skills and organizing your time. The organizing of time activity dealt with figuring out how many hours you sleep, eat, attend school, play around, and doing homework. Which showed you if you had been spending to much time with friend, instead of doing homework which was why you were slacking off in yoiur studies. I felt this activity was of importance to me. Mostly because college is not set up like high schools.

Core Essay #6 (Continued)

At college the instructors give hom swork at college, and it is up to you to find and plane the time to get it completed. Where as in high school if you do not complete the assignment you can count on truning it in before the end of the quarter because you will get credit for it. No way! in college. What you get out of class soley depends on what you put into it. That is why organizing your time is so important. Anyhow, for myself it is, because college is a different thing, it's new, which means that I have to set a particular time of day and devote it to doing my homework.

With so much freedom from being out of highschool it is so easy to do other things like going to the show or playing tennis then to sit down and do homework. That part of Guidance clearly pointed out to me the fact that college is different from high school, and in order to do well I'll have to adjust to this new way of school life.

Over all the entire Core program gives a first year student like myself a good idea what college life entailes pretaining to homework and achieving the necessary study skills to continue in college.

I feel that English 100 is substantial evidence because it is challenging. The esseys of English 100 were difficult to write because of my poor command of grammer, but through the pig books I strongly feel I have improved. Even though I had to rewrite three esseys which buged the hell out of me, I found that I learned something from redoing them each time. In high school Lit/comp 7 which was to me at that time hard. The teacher never was concerned about the grammer, were as Dick Webster is totaly concerned with the grammer which is why I had to rewrite three of my esseys twice. But this experience taught me, how to write in a clear pointed manner, and with good grammer. Which I was lacking in high school because of the teachers concern being on just getting his papers corrected and leaving it at that.

The Core program taught each member of the class how to become close to one another. When a member of the class had a problem, their was someone in class to confide in. Because threw Core I and other members of the class have learned how to care for each other which is really wonderful.

With the new semester around the corner I am going to miss every one that was in Core. It will be challenging and strange when the time comes to attend these new classes with many new faces looking at you. But with the help from Guidance I will fit

Core Essay #6 (Continued)

right into place with the new people because am I sure of myself, and can know relax within myself from being sure of who I am. A nice level headed person.

Next semester I will be taking classes pertaining to my nurseing career. Hopefully after working another summer as a nursing aide and have already completed Home Econ 62, I will be excepted into the L.V.N. program heare at Santa Rosa Junior College. And for some reason if I do not get except. class that I am taking this semester will help in appling to the RN program here at SRJC and San Francisco State as well. For I feel that I should not narrow myself down to just one college but try for several.

Nurseing is the proffesion that I will prasue. I know that this field is challenging because the courses that are required are difficult. But if becomeing a nurse is what I want then I will find the way, and not let hard course deceive me for if theres a way theres a will.

My main goal is becoming a (RN) registered nurse, although becoming an (L.V.N.) licensed vocational nurse, is a stepping stone in that direction. I am going to specialize in pediatrics for I hold a deep liking and love for children of all ages. Some how having two little brothers and a sister, sometimes changes my mind!, No not really!. The other field I wish to specialize in is the I.C.U. which is intensive care unit, which deals with reading heart rates and takening pressures in side the heart. Most patients in this unit have had cardiopulmonary arrest and are under closes observation. I find the heart to be a remarkable organ this is one reason why I would like to work their the other reson is I will be helping these people, which to me is my main concern.

When I am not busy with studing I spend all of my time with my boyfriend who I will marry in about two years, which is the time that I will be finished with my schooling and hopeful working. We both understand that. He is intrested in elechonic enginering. Presently he is working at Fairchilds in Heldsburg were he is learning skills which pretain to his field of work.

Some how when I find the time away from both school and my boyfriend I ride my horse Ginger. she is a mare quater palomino she stands 15.2 hands and is eight years old. I think the world of her. I have always wanted a horse and finally the first sunmer after we lived here in Santa Rosa, I saved up $200.00 and my dad gave me the rest of the money to buy her. I would like to ride her more so that her gaites that I have taught her will become perfected but for some reason I just cant find the time. But I

Core Essay #6 (Continued)

think I better find the time if I really care about her which I do. In the future I am going to breed horses, and Paul my boyfriend is going to continue building racing cars, so together this will bring in a secound income, but mainly its something that each of us enjoys and thats what counts.

As for what matters most to me right know is getting throug college with good grades and learning everything possiable pretaining to helping people who can not help themselves. That is what is most important for me at this stage in my life.

Core Essay #7

Late registration at S.R.J.C. for the Fall '75 semester was one of the most traumatic experiences of my whole life. I had decided to go to college primarily in order to receive my benefits from the G.I. Bill, and secondly because I had always admired intellectual persons, teachers especially, and thought that I might like to be one. Not knowing where else to start I went to the registrar's office to fill out the necessary forms. From this point it took me three weeks to get registered and enrolled. The most helpful person I found in this situation was a friend of mine who worked in the veterans office. He helped me to fill out a tentative schedule, and told me about add cards, and the procedure for getting into classes. "Hang in there, keep bugging the instructor in a nice way, and normal attrition will make a place for you in the class" was the final advice he offered.

After the first few days of running around I developed a near hysteria. I would have no income until I was certified and the V.A. had processed my claim. My age, 38, and the fact that I had been out of school for 20 years made me feel very alien and did nothing for my composure. But, I proceeded by faith and then the Lord sent the core program. I realized that I had been needlessly worried, the Lord had sent me to school and here He was, taking care of the details after I had put it in His hands.

I was sitting in an English class which I thought I could get into, when this red haired guy with a moustache walked in and made an announcement. "We have a program for people who are just starting to school here. It will help you adjust to the school atmosphere thru the Guidance Section, and the English Section will develop those areas of English that will help you to be successful in the classes you will be taking." After talking to Ed and getting a core brochure I was greatly relieved. Here were 9 units in a block, guaranteed, and along with the 3 units for my Soc. Sci. 10 class I had all the units I needed to qualify for my full G.I. benefits. I was happy about the classes which comprised the core program although I wasn't sure at first about the content and purpose of the guidance section. I didn't have any formal experience with English except for high school twenty years before, but I felt confident in the classes because of the reading and comprehension skills that had been developed by my voracious reading appetite. I was encouraged to feel more like part of the group by Dick Webster. If I should ever reach my goal of being a teacher, I promise that I will play the name game with my new

classes. Dick, by familiarizing us with each other by our names made me feel definitely like one of a group that was pulling together, rather than that of an individual facing this challenge of college alone. This feeling of well being was also bolstered by the results of the pre test scores. One of the first positive reactions to the guidance section came with Dr. Bernsteins "study skills book". The different sections seemed to tell it like it is, and the book is written in an easily comprehendible style. The most helpful section in this book was "How to Take Tests" and next in importance was the section on "Knowing Your Teacher." Too much can not be said about knowing your teacher, their political persuasion, hobbies, aspirations, thee and many other things are important to know about a potential instructor. I personally feel that the students (my) success or failure depends largely on his personal attitude about the instructor.

I noticed at this time how all the classes were correlated as to overall objectives. I realized the Guidance Courses were designed to give us confidence and reinforce our values and I was delighted to find that the exercises in the classes helped me in my teaching capacity at my church. I am the superintendent of the Junior High Sunday School Department at Hessel Union Church. I find that I am applying the principles of goal setting, decision making and determining values in my own teaching in my Sunday School classes. It is necessary for me to do a lot of reading of Scripture and Bible study material each week in addition to the reading necessary to maintain superior grades at J.C. Ed's class Eng. 85 has been very helpful. Although I was a good reader at the beginning of the semester, the exercises in this class increased my reading ability 100%. To be a successful Sunday School teacher I must have good communication with my students. Dick's class Eng. 100 has been very helpful here. I found that in writing the essays for this class, I was learning to put my thoughts down in a logical, meaningful style. No more blunt sentences. Rather, smooth, flowing sentences that were pleasant and meaningful to the ear. I liked the ground rules for the Guidance Section and any reservations I had about John and Dors' involvement was removed by their participation in the personal unfoldment exercise. This was definitely positive. Doris let it all hang out and soon even the students who were normally reticent or shy were sharing their most personal thoughts. This sharing gave me confidence and helped greatly in clarifying what my values were.

Core Essay #7 (Continued)

The Eng. 85 class was a gas. Here's a class in reading and I love it. What could be better than to get college credit for doing something you enjoy? This course enabled me to double my reading rate and at the same time maintain and improve my comprehension and vocabulary. I feel this is an important achievement because of the reading required in the courses I intend to take in Political Science and Economics next semester. My comprehension of material is important in these classes because politics and economics aren't my favorite reading, and this type of reading doesn't excite me nearly as much as pure history. I feel ready for these classes now.

Eng. 100 sort of staggered me at first because grammar and composition were foreign to me. Dick's attitude helped, and after the first few assignments I saw that I could hold my own in the class. I felt at a distinct disadvantage compared to the students who were just graduated from high school and English classes. The writing exercises have been helpful in many ways. I now develop thoughts more fully, and this is reflected in my speech as well as in my writing. My penmanship has improved and this is no mean accomplishment. My writing experience in the last 15 years consisted of Christmas card messages and three post cards. I hated to write!

Because of the study skills I have developed and the positive reinforcement of my values I look forward with anticipation to my classes next semester. Eng. 1A, Chemistry, Math and Political Science. I personally feel that this anticipation I feel is the culmination of the objectives of the Core Program. I think every student who enrolls should be counselled about core before thy select any classes. My only negative comment about core is that I think the classes got rolling too slowly but I realize that the core concept and its instructors were as new to S.R.J.C. as I was.

Also, by helping me to get good grades and qualify as a tutor, the program has profited me by the financial aid for my education that tutoring offers.

My overall reaction to the Core Program is a positive one. I would not hesitate to take core again in the same situation. I want to ultimately be a high school English teacher and I believe that these courses will help me reach that goal.

Core Essay #9

I first enrolled at S.R.J.C. in the spring semester of 1973. I was out of high school for nearly two years and working full time for Lucky Stores as an apprentice meatcutter. I had four classes for ten units, and they were all in the morning so I could work afternoons and evenings. I seemed to be doing pretty good at both, going to school, and working. But business was getting bad at work, so they laid me off. I didn't have any income or any other way of supporting myself, so I had to Quit school and go out and find a job.

Before I knew it I was travelling across the U.S. to Florida to find work there, (also to have a good time). I originally left for two months, and finally came home after a year and a half, after travelling the whole east coast, working here and there.

While I was gone I picked up jobs as a meatcutter at several stores, only to be laid off at mostly every one, because of lack of business, and I always had the least amount of seniority. I made good wages while it lasted, but I just couldn't stand it anymore, not knowing if I was going to be working the next week or not. That was one of the reasons why I decided to come back to Calif. Another reason was because I wanted to be closer to my family. And I was pretty fed up with the hassles of being a meatcutter.

I had planned to come back home in mid-August, to get an early start to try and register for J.C. But to my misfortune, I had an accident. I tore the cartilage in my knee, playing football on a Sunday afternoon with a few friends. Monday I was admitted in the hospital, so I could have an operation Tuesday, and Wednesday was the day that I was supposed to fly back to Calif. The whole mess delayed me for three weeks.

I thought I would not have a chance to get into school for the fall semester. But as it turned out J.C. had not started yet. I got back to California on a Friday and school was beginning Monday. All I had to do was get add cards for classes and I was in. It sounded pretty easy. Not so, I had a tough time getting classes because everything was filled. I managed to get a geology, and algebra class. I was trying to get an english class when I heard about the 'Core Program'. It sounded like a good idea to follow up. I checked it out and signed up. It turned out that it was the best thing that I could have done. I probably would not have finished the semester if it had not been for Core and the teachers and students in it.

Core Essay #9 (Continued)

The discussions in the guidance classes were real good, and brought the class together to be friends. I made some new friends which I would not have known otherwise. I had two other classes outside of the program, and I never met anyone in them. The discussions in Values Clarifications enabled me to realize that I was alot more confident about life than I thought I was. Sometimes I was a little confused after some classes, but I soon realized what was happening and things started to fall into place.

As for Eng 85, my reading improved quite a bit because of it. I have read four books besides the two that were required for the class. That was a real accomplishment on my part. For I wanted to start reading again, and all I needed was a boost from somewhere. English 85 was it. The only real problem I have is getting started the writing assignments. Once I get started, I can finish in very little time. I guess the main reason for not getting started writing is because I do not like to write.

I am going to try to get my real estage license next semester. And I am going to take some business classes too. I hope it will work out. Maybe I can be successful and maybe not. But the most important thing to me right now, is that I have decided to do something. I am headed in a direction, instead of running around in circles like I was at the beginning of the semester.

I really enjoyed the Core program, and I have recomended it to some new students. I hope it will help them as it has helped me. Thank you ED, DICK, JOHN, and DORIS.

Core Essay #10

After reading over the instructions for this last essay, in my English 100 Class, I find the first thing asked, is to describe my life before enrolling in Santa Rosa Junior College. Of course, I coud answer with a very simple statement; "It was very dull". However, I will attempt to elaborate a little more than just that.

About three years ago, I was forced to quit my job, due to illness, as a cook in a Convalescent Hospital. Since that time my health had not improved very much, so life became rather monotonous and slow, spending most of my time in bed feeling sorry for myself. Having always been an active person, in community projects, I couldn't stay away from people altogether, so that the one and only activity, I was involved with, was a Project Area Committee, in my neighborhood, which met one night a week. In May, of this year, hearing about a volunteer training program for Community Aides, in Consumer Education, in the Home Economics Dept., at the Santa Rosa Junior College, I decided to give it a try; furthermore my theory was, the pain in my hip and hands would be with me whether I was at home moping or out talking to people. The program started in June, but was set up so that if I wasn't feeling well I didn't have to attend that day. Although, I was very content with my training, three mornings a week, I kept hearing different ones ask why didn't I take a few courses in the fall semester. There were pamphlets being circulated, around the college, about the Womens Renentry; also, my training class was required to sit in on a seminar, about the program, so that we would have the information to pass on to others. This set my mind to thinking, "why not," since I was at the school already, might as well stay a little longer. Shoot for the stars; try for a degree; all that could happen probably, I could be an old lady drop out.

I must say, after not being in school, for thirty years, this was a big change in my life. After taking the placement test and being at the level to take Eng 100, I started checking the english classes. I happened to pick up a folder explaining CORE. This program sounded very practical for me, since, I had know idea what courses to take or what to major in. Well, I took an orientation class also talking with a counselor, but was completely discouraged from taking the CORE program. At registration, I was given the run around and never was able to sign up for the program. Consequently, this put me into Eng. 100. The first day of class, an announcement was made about CORE; if interested contact the English Dept.. No such luck, the secretary told me there weren't enough students signed up to have the class. I was back that afternoon and next morning. Finally she put my name on a list. Again

Core Essay #10 (Continued)

in Eng. 100 the announcement was made. Back to the English Dept., this time I asked for the instructor in charge of CORE. I was told to see Buckley, that was a laugh. No one knew when he would be in, also I didn't know what he looked liked. So after almost four hours of waiting, watching and asking, (I was very determined) I found Buckley, a very energetic young man, very eager to tell me about his CORE program. It seems they had already had two classes, therefore I attended class the same day. This was the most terrifice experience. In the regular English 100 class, all the students were quite young, besides in the three classes attended, the work already seemed way over my head. In this class there were all ages, with everyone seeming to have a little feeling of anxiety. What a group of people, they have all been marvelous to study with. Hear I was in a class that would have a chance to learn, develop skills, and experience understanding from one another. Our class seemed to consist of all types of students; some didn't say much; other talked to much; a few seem quite brilliant; also a few just weren't up to this level in studies. My how we changed, as the weeks went by, because everyone seemed to be able to express themselves better. I came to love, enjoy, and understand the students and instructors each new day. No, I am not saying the studies were all easy; no!. At times I became very frustrated; at other times so tired, I would almost fall asleep in class. Occasionally I was mixed up with the funny algebra like english. Who ever heard of studying P.I.G. language in college; I hadn't; but it was wonderful also very successful. At times in the Guidance class, I thought some of the things we discussed were a little wacky, but, after thinking it over awhile, everything seemed to fit in place. As the days kept creeping into the middle of the semester, our friendships with one another started to blossom. How wonderful it was to walk across the campus passing someone I knew, even if it was just a wave over the lawn. By this time, some of the things, I had been learning were starting to be useful, in other classes. I found taking notes easier, in my Consumer Ed. training class, whereas I could even express myself better at the neighbor PAC meeting. Also about this time I realized my physical health was not up to handling quite so much activity. Many days I did not think I would even make it home, but with trust in my God, knowing he cares for me: I have survived. At the midterm exams, I was able to get a very good grade in my night class. I know this was due to the study skills in Guidance, plus the sentence structures in Eng. 100. My spelling is still rotten, but is improving. I am positive that if it had not been for CORE, I would not have been able to stay in school.

Core Essay #10 (Continued)

Goals, this is a matter which I have always had a hard time discussing or writing about. Yet when I stop and think, goals start way back when we are small children. Every little child has set a goal at times, like wanting to be a doctor, fireman, etc.. Usually a childs goals are very high, because to them nothing seems out of reach. But as the child grows it finds that limits have be be set. Then comes the time when one must learn of priorities, so that by the time we are grown we start to choose which goal will have the higher priority. Values, to me, come in to a very personal aspect of ones life. At this particular moment in my life, I value very highly the opportunity, plus choice, of being able to attend a college. Along with values I must also set priorities. Even when obstacles come, having faith in God to guide me, my priorities and values will be strong enough for me to obtain my goals.

Moving my hand back and forth across the page, in a fashion so fast all the words blend together; many a night, in my sleep, that is what I dreamed. The excitement of being able to do better each time on the reading tests, has been overwhelming. I am sure, that what I have learned, in this class, will be very beneficial, in all my future studies. I feel that all the patience and wit Ed showed in his class has really paid off for me. In the past, I have read a good number of books, but how many times had I ever stopped to analyze any; whereas, now even when reading, an article, in the paper, I catch myself, going back over the material, sorting it out. To me need for good study habits and skills can never be over emphasized. In the guidance classes, I had a chance to revamp my study skills. After being out of school for so many years, I was quite rusty, in many areas. The openness and expressions of feelings in which I felt Doris and John gave, in the Guidance Class, has given me a better understanding of how to appreciate the feelings of others.

The semester has come to an end, so that now the question is "What do I do next?" The begining of the new semester starts with a whole different out look, than at the start of the fall term. I have realized, what my limitations are, therefore, I am confident, in making my next decisions. For the distant future, I am still going to set my goal for a degree. In just what field, that will have to be decided later. I have come to an understanding with myself to slow down. As the old saying goes "Rome wasn't built in a day", so that "Charlotte can't get smart overnight either." It might just take a teensy-weensy bit longer. If you should see a little old lady, with her bad foot up on a scooter, books tied to the front, look twice it might be me.

Core Essay #11

The idea of enrolling in the S.R.J.C. was not my own. It was my daughters suggestion that I study the courses offered in the catalogue which she had purchased from the college. I made an appointment with Wilma Singer at the Women's Center in order to become oriented. This was my first forward move in this direction. For women desiring to re-enter college I highly recommend taking this first step.

The day of registration I found the classes I had hoped to be able to enroll in were filled. I was only able to obtain a card for a P.E. class in cycling. I thought this class was designed to teach those who had never been on a bike how to ride. The first day I noticed youths on speed bikes balancing without the use of their hands. This was a new experience not only for me but for the instructress as she had never taught anyone to ride a bike in her class. Days that the class went cycling I spent in the parking lot trying to get onto the saddle without falling. One of the students suggested I get up and start from the curb. This really worked. I took off like lightening and could not stop. Since that day I have had some spills but have gained confidence. I now ride my bike to college all but rainy days.

I was disappointed that the classes I had hoped to take were filled. Then I received a call from Coil telling me about the new Core Program. This program really met my need. The Guidance class with Doris Tolks and John Daly has helped prepare me for this new semester. I realize that without their help I would not have been ready for a full schedule.

The Core Program acts as a complete unit with the Guidance class tying in perfectly with the Reading skills and writing class. Since taking this course I have learned the value of listening as well as recalling all I heard as we read and write. The circular recall has proved an invaluable aid to me.

After discussing values and goals in our Guidance Class with Doris Tolks and John Daly I became more aware that not everyone has the same sense of values. In reading the Owl book I understood why the Indian did not want his people to have an education in the outside world for fear that his cultural values would be destroyed by outside values. In the Caged Bird autobiography Maya Angelou desired an education that would free her from the false fears and superstitious myths which cage us. She understood true true education could be liberating giving her a chance to gain equality. In the

Core Essay #11 (Continued)

"Owl" novel Mark learned that fundamentally the Indian possess many of the same values as he did thus enabling him to identify with the Indian. Individually I feel each of us is seeking for exactly what Maya in real life and Mark in his life amongst the Indians discovered to be of greatest value which is Life itself. Regardless of culture or race man fundamentally needs to love and to be loved and to find peace within himself.

Education has an important part to play in this field by taking a child at the earliest age possible in order to instill in him an appreciation for the cultures of other peoples, music and rythm, the opportunity to learn to play a musical instrument and to sing and dance, tools to build with and materials with which he may express himself all directed toward creating a desire to live in peace and hammony with himself and others and with his universe. This would involve a tremendous undertaking. It would be like recreating everything and starting anew.

Throughout the years I have realized how very little I know. I need more education. The years spent in an isolated mining camp in the Philippines did not afford me this opportunity to return to school. I did the next best thing by helping establish a Montesoori type of school for very young children and discovered how rapidly a young child learns between the ages of 3-6. I was able to teach these young children to read and write in English which proved that young children learn a new language naturally if they hear it spoken daily. I also learned that among the Asians one must be careful not to cause them loss of face. The Igrots accepted me much as the Indians accepted Mark once I took and interest in their children and customs.

Living in the United States I find myself adjusting to yet another culture. It was astounding for me to see individuals on relief driving cars. In most of Asia only the well to do possess cars. Food is never wasted for the great majority of the people in Asia are starving. I had thought relief was for the destitute. My husband and I had lived and worked in countries where we did not have the priviledge of social security or medical insurance as one finds in this country. It was shocking to read in Mayas book that a dentist did not attend to her because of her color. I knew there was prejudice between the whites and the Mexicans in Texas for when I was about ten years of age my mother had to

Core Essay #11 (Continued)

take my brother to San Antonio where we spent about 3 months in order he have special treatment. Some school children refused to go down the slide or play with me when they learned I had come from Mexico. The Owl book also pictures how the American Indian was looked down upon by even the poor white trash. Since returning to the United States I have learned the Chinese and Japanese and other races suffer due to their race and culture. There is a caste system here too. This was very sad to learn. In the new school system children of every race whould be all learning together the brotherhood of man.

I have found it a great experience meeting a melting pot of many different races here on campus. By reading the Maya book I am able to appreciate more the demands of the black race for equality as well as freedom for both go hand in hand. The evening I heard Maya read her poetry her novel became meaningful.

In the immediate future I plan to continue taking courses here at the Santa Rosa Junior college. I found the course with Dick Webster so interesting that I may take another class in English next semester. Ed Buckley taught us many reading skills which will prove invaluable to me. The idea of making cards for new words and their meaning as I go along is great for my vocabulary. When I read now I try to find a meaning in the books as well as an insight of its author. Actually talking with Maya and listening to her read was an added interest. I have gained something of importance from each of my instructors in the Core Program. I would also like to take another P.E. class as exciting as the cycling. I would never have learned if I had not tried. I would also like to learn to drive this semester.

I do not believe there is a return to positions outgrown. There must be a continual growing progress through all we experience. It is never good to turn back. I want to live each day to the best of my ability and to go forward, not backward.

¡Viva the Core Program!

Core Essay #12

In the beginning, everything was a junble. I tryed to get english 100 with Anderson N. and when I went to pull a card they were all gone and you know what that meant, "So." I had to go sit in on his class to see if I could get an add card, and it so happens that his class was too full. He then mentioned the core program to the class and added, that my class is too big as it is. He said next, I wont give add cards out until the class thined out a lot, if at all. In fact it turned out to be same in all my classes, except for vet 14A, and it was the fuller (student wise) then all of my classes and Tapp, the teacher, was handing out so many add cards that he ran out before he could get one to me, then he mentioned that he would have enough for the remainders on the next sit in.

By this time I didn't know where I was headed.

Then I went to check on the core program, and they said, you sign up here, and read this. So I did.

Some how I got into talk with Ed. I told him I had a problem with reading and he said, yep, this is what you want. Then he went on to explain a little about the program, like times of classes, units involved, and some of the reasons why it would be a good program for me. "What a hustle."

At this time I droped everything and signed up to be a full-fledged student of this institution and of the core program.

Other than the core program, I had one class, that was sculpturing with Bella, Who is, by the way, leaving this place after this semester.

Sometimes now I feel like I've been posessed by a monster, who seems to bedriving me insane, by pulling thoughts out of my mind. I also feel smothered by insanity. But at times during my 5 minut naps, my dreams cry out to say we are strong together.

Time is like a tree growing inside and out, always working together is the only way out.

I do beleave now that I and, the monster, are learning together to grow like the aging tree. (Let me explain.)

At times I feel like I have met a new part of my mind, that I never new I had, and that grows more every time you guys push me forward, and it seems like I'v picked up some kind of monentum and quite a bit of selfconfidence, and I know now that theres No way to go but up.

Core Essay #12 (Continued)

Core has opened lot of new door for me, Because of the out come of this, I have learned to pour my guts out, and release all my anxietys when ever I wont to.

I know, after going through all this, that it has built up my self confidence to the point of no return. My eyes have seen a new light in education.

I'm going to go on with education for as long as I live, because it takes me to places I would have never dreamed of going otherwise. I also have gained a better understanding of myself in proportion to the world.

There is also something I hope you guys don't do and that is not to give any of the core papers, to the next core students. Because I think they should have a chance to find out about core for themselfs.

And last of all, in core I have found an awareness I had never known befor. I feel now that education, not merely in school, but also in everyday life, effects the things you do, say and feel. It should be apparent to us all that education is often necessary to help us stride for selfconfidence, that is there only for the learning.

For all of this, I give my thanks to the core program and all of it instructors, for making me realize theres more to life than hot cars and wild women.

Thank Heaven's

Core Essay #14

Last summer a dear friend of mine invited me to enroll for swimming instructions at the Junior Collage. It had been many many years since I took any instruction in a school, and I was somewhat reluctant because of my age and family obligations.

This summer I will celebrate my 30th wedding anniversary. I am married to a wonderful man, and we have six lively children, two of whom are married, and my adult sons attending other collages, with two teen age daughters still at home. While my family obligations are very demanding, I did fine that I could devote some time to an outside activity.

I had so much wanted to learn to Swim that I felt this would be an opportunity I had been waiting for. I talked it over with my husband and he agreed and incourage me to take the course. I completed my swimming course successfully.

Later in the summer I received a notice of class registration for the following semester. I thought that this would be an excellant time for me to take a course in English which I had been wanting to do for a long time.

Having been out of school for nearly 35 years I know that I would have to take a very basic course to get back into the habit of studying. The more I read the J.C. cataloge, the more confussed I became. There are so many English courses that I felt I would need some kind of an orientation course. I selected Guidence 64, not knowing at the time that this course was part of a group of courses called "CORE."

I was advised that these group of courses was disigned for students starting college for the first time and for students that have been out of school for a long time and wanted to return to school. I decided to go along with their advise because of the English course I was interested in. I have all ways wanted to learn to write correctly, meaningfully, and interestingly.

My first day in class left me with mixed feelings, and confusion, and to put it frankly, fearful of what I was getting into! As part of the orientation I was made to understand that all of the courses in Core would coinside and complement each other, so that the goals and objectives of Core would become apparent.

Core Essay #14 (Continued)

The two Guidence courses apperared to be well organized and well conducted. I didn't nessesaraly agree with all of the subject matter that was discussed in the class room, as I felt that much of it was of a personal nature. Inspite of an incident of outrage in the class room I felt that I gained a lot from these courses. The course helped me to become more keenly aware of myself as well as of those around me. I believe that this course would help most new students with simmilar deficience.

The two English course, English 85 and English 100 left me with mix feelings. On the other hand I found the two courses to involve a higher degree of response ablity and commitments.

On the other hand I found that the teacher were not fully prepared to teach the objectives of the courses. The teachers appeared to be poorly organized and didnot budget the subject matter for orderly program.

For example, in English 85 we spent half of a semester on one book at the expense of other work. In addition the teacher assumed that the students knew more about the subject matter then they actually did. Also, the teacher assumed that all students had the same leval of comprehension then they actully did. This appears to be the result of the teachers failure to work closely with the students.

I believe that the teacher should be better prepared and organized prior to the beganning of the semester. He should present an outline of the cou[illegible] the students as soon as the semester begins, so that the st[illegible]l now what to expect and so that he can schedual his own time.

In spite of the time that I floundered in the class I feel that I improved in my reading, writing, comprehension and vocabulary. I have also learned to understand a story from the author's point of view. As a result of this I have increased my interest and ability to learning.

As for English 100 I fine that many of the weeknesses experienced in English 85 also existed in English 100 with the exception that the teacher did work closer with the student. But we were still rushed the latter half of the course.

Core Essay #14 (Continued)

Never the less, I feel that I have learned much about the English grammer. I only wished that the course had been better organized so as to enable me to complete the course.

I would offer one final suggestion, and that would be for all the teachers in "Core" to work more closely with the students, either personally or through a teachers aid, or tutor, and for the teachers to consult with each other more closely regarding the progress of the students in each class.

I do beleive, however, that it is a good course, and that with some improvements it will be a great course. I enjoyed working with you.

Core Essay #15

Last fall I enrolled at Santa Rosa Junior College as a home economics major. Within five weeks of attending classes, some of them so poorly instructed, I dropped out and went to work at Mellissa's Massage Studio. After working there for three months I had to rabilitate my mind to function correctly one again because the pressure from society was to great for me to handle. Three months latter I moved to Tahoe to work for Rano's Real Estate Firm as a secretary. I disliked working inside a stuffy little cubical so I knew then I would enjoy a job working outdoors. At the same time I was receiving pressure from my family to attend school thus improving my mind and to help in attaining a future marriage prospect. I soon moved back to Santa Rosa to once again enroll at the Junior College as a recreation major.

As I attened the classes I enountered tow books, I Know Why the Caged Bird Sings and I Heard the Owl Call My Name. Initially neither of them inspired me however after dwelling on the two books I related situations in them to my life such as Maya and Mark not being readily accepted into a soceity as I was not accepted for working as a massuse in a massage studio. I also shared a simular experience as Maya did when she was raped as a small child.

The guidence discussions inspired me to uncover my goals and values to find out who I am and where I'm going. I've rediscoverd that my biggest goal in life is to share my life with a man and take care of him. I do not want to become a career woman; I don't mind working but I don't intend to be the sole supporter of a family the rest of my life.

A most important thought I gaine from Doris was that if one fails a test the world will not come to an end. The guidence lessons reinforced my values which are love and friendship revolving around honesty.

Ed's speed reading drills helped me to increase my rate and comprehension so that reading assignments became faster and easier to accomplish. The P.I.G. book along with Dick's constant assistance helped me to write better essays resulting in more and better papers for my other classes.

Core Essay #15 (Continued)

As for my future, I'm going to attend school for the spring semester to take some non-credit classes in homemaking. I enjoy learning much more without the pressure of achieving a "good grade." I feel extremely fortunate that I am financially able to take on this attitude.

Since I have returned to school I have decided not to attain my recreational major. The reason for this is that I have gained a new purpose in life. My life now consists of a person. I would rather spend my time with th[redacted]persuing a career. I intend to continue school to further my mind but not to achieve scholastic awards. I've already learned much from my classes for which I'm very grateful.

# APPENDIX C

## Guidance Materials

# A BRIEF ON THE GUIDANCE PART OF THE CORE PROGRAM

Books and Reference Materials - produced for Ed Buckley

Elements of Study Skill
Dr. Steve S. Bernstein

Study Habits for Efficient Learning
Harry R. Moon

The Instructor #10 January 1975

Studying for Success
Howard Decker, Eye Gate House, Jamaica, N.Y.

Human Potential Leader's Manual
Dr. James D. McHolland, 1972, Kendall College Press, Evanston, Ill.

Values Clarification
S. Simon, L. Howe and H. Kirschenbaum, Hart Pub. Co., Inc., New York

Your Perfect Right
R. Alberti and Michael Emmons, IMPACT, San Luis Obispo, Ca., 1974

Topics Covered

Study Skills
Goal Setting/Decision Making
Values Clarification
Communication (Assertive Training)
Group Discussion
Attitude/Motivation

GOALS AND OBJECTIVES

---to improve in study skills

---to become aware of their value structure

---to become aware of other peoples value structure

---to actively assert themselves

---to become aware of their attitude and motivation patterns

---to discuss what is happening and how they feel about it

---to focus on the positive aspects in one's own life

---to become aware of their own verbal and non-verbal behavior

---to get to know other students on more than a first name basis

---to improve self-confidence

APPENDIX D

English Pre/Post Tests

# ENGLISH 100/105 COMPOSITION TEST

TO THE STUDENT: This test is designed to show how well you can write sentences and paragraphs. A similar test will be given at the end of the semester, and you will have an opportunity to see how much you have improved.

## I. IDENTIFYING CORRECT AND INCORRECT SENTENCE STRUCTURE

DIRECTIONS: The items below are fragments, run-ons, or complete sentences. Study the examples carefully, and then mark each item

F if it is a fragment,
R if it is a run-on,
C if it is complete.

Examples:

Fragment — an incomplete sentence: "Being afraid of the dark."
Run-On — two sentences improperly joined: "The boy became ill, he went home."
Complete Sentence — "I stood at the podium and scanned the audience."

____ 1. When I got to the Empire State Building, I told the taxi-driver to wait.

____ 2. Ellen, wanting to say goodbye to her mother.

____ 3. The students may rock their societies, but without the support of adult social forces, they cannot overturn the established order.

____ 4. It was not difficult for the Bishop to waken early, after midnight his body became more and more chilled and cramped.

____ 5. The chowder was made of small juicy clams, scarcely bigger than hazel nuts, mixed with pounded ship biscuit and salted pork cut up into little flakes.

____ 6. I stood at the podium and scanned the audience, not one face looked relaxed and friendly.

____ 7. In the East, where people think of California as a strange and distant place inhabited by desperate and dangerous men.

____ 8. The old man waiting in the dreary bus depot.

____ 9. There are not as many Mormon trees as there used to be, it seems a pity.

____ 10. Because Nixon has clung stubbornly to the Presidency for so long.

## II - Combining Sentences

DIRECTIONS: Below are several pairs of short sentences. Combine each pair into a single sentence by altering one or both of the original sentences. For this exercise, DO NOT JOIN THE SENTENCES BY ADDING "and" or "but."

Example: Joe was skiing down the hill. Joe hit a tree.
You write: Skiing down the hill, Joe hit a tree.

11. His whole body was shaking uncontrollably. Peterson crouched in the icy water.

12. I had breakfast with my aunt. She lives in a treehouse just outside of Cleveland.

13. The young man looked up suspiciously. He was wearing dark trousers, black dress shoes, and a new-laundered white shirt.

14. She left the house. She got into the car.

15. He had come to work four hours late every day for a week. They decided he should seek employment elsewhere.

16. The kite soared over the bay. Its ragged tail was flapping gaily.

17. You must meet Mr. Ford. He is the man who used to be a Congressman.

18. It is in the middle of the morning. The hawk scans the fields for food.

19. There is the woman. Her speeches have inspired thousands.

20. The Republicans may have an easier time of it. Nixon resigned.

III - REPORTING (Descriptive Writing)

DIRECTIONS: Look at the picture your instructor has provided. Assume you have to describe it to someone who cannot see it. Write a Descriptive paragraph and try to include as much detail as you can. Organize your paragraph so that the relationship between parts of the picture is clear. You may wish to finish your description with a statement about how the picture affects you.

## IV - EXPOSITION

**DIRECTIONS:** In Exposition or expository writing you try to explain something as clearly as possible. How well can you explain something you know well? Try to do so in the space below. You may use additional paper if you wish. Be sure to state your topic in the space provided. If you are "stuck" for a topic, consider one of these:

- Why you have decided to go to college -
- Why you might like a career in _____ -

_____
(Your topic)

## - ARGUMENTATION

**DIRECTIONS:** In <u>argumentation</u> or <u>argumentative writing</u> you try to state a strong position on an issue or problem as effectively as possible. How well can you present a position about which you feel strongly? Select a controversial subject about which you know something. (euthanasia, group marriage, busing to achieve racial integration, the C.I.A., the F.B.I., etc.) Take a stand for or against. In a carefully reasoned essay, try to win your readers to your position. You may use additional paper if you wish.

Coyrighted tests have been deleted from this document.

SIGNATURE PAGE

I certify that I have read and am willing to sponsor this Major Applied Research Project submitted by EDMUND H. BUCKLEY. In my opinion it conforms to acceptable standards and is fully adequate in scope and quality, as a Major Applied Research Project for the degree of Doctor of Education at Nova University.

Thomas M Shay

Dr. Thomas Shay, MARP Advisor

I certify that I have read this Major Applied Research Project and in my opinion it conforms to acceptable standards for a Major Applied Research Project for the degree of Doctor of Education at Nova University.

Roy S Mikalson

Dr. Roy Mikalson, Local Professional

This Major Applied Research Project was submitted to the Central Staff of the Nova University Ed.D. Program for Community College Faculty and is acceptable as partial fulfillment of the requirements for the degree of Doctor of Education.

H. E. Moreton

Dr. Ross E. Moreton
Central Staff Committee Member

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